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ABSTRACT

This paper describes a program that was developed and implemented to define better the incidents used by a rural school district to report school violence to the state. The program was also designed to decrease the use of out-of-school suspension by 90 school administrators in this Florida district. Some of the strategies used for the program included inservices to instruct principals, assistant principals, and deans in accurate incident reporting and alternative actions to out-of-school suspensions. The levels of success for the program were measured by the pretest and posttest of the common base of knowledge of administrators and through direct comparison of data provided by earlier tests. Discipline action reports for each of the 35 schools under consideration were used for comparison. Results show that program objectives were met in all of the elementary and middle schools and in five of the six high schools. Eleven of the 18 elementary schools decreased their aggregate discipline rate by 1.5 percent or more; all 10 middle schools decreased their aggregate discipline rate by 8.1 percent or more; and 5 out of 6 high schools decreased their aggregate discipline rate by 9.7 percent or more. All three of the targeted schools showed a dramatic improvement in all areas. (Contains 21 appendices.) (RJM)

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District-wide Administrator Assistance: Decreasing Suspension Rates Through Clear Reporting and Utilization of Discipline Alternatives

By
Robin R. Neeld

A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Educational Leadership.

Educational Specialist

An abstract of this report may be placed in the University database for reference.

December 26, 1998

EA 029 801

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Ed Leadership

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12/20/98 Practicum implementation ending date

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ADVISOR'S SIGNATURE Jerry W. Cox Jan. 4th 1999
date

FOR OFFICE USE

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Practicum Office Administrator *date*

11/95

Final Grade: _____

Course Number: _____

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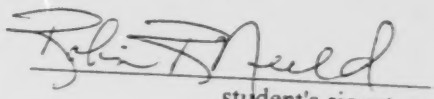
Abstract

District-wide Administrator Assistance: Decreasing Suspension Rates Through Clear Reporting an Utilization of Discipline Alternatives.
Needld, Robin R., 1998. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Discipline/Administration of Discipline/ Alternative Disciplinary Programs/Dropout Prevention/ At-Risk Learners/Discipline Incident Reporting

This program was developed and implemented to increase the consistency of defining the incidents used to report school violence to the state and decrease the use of out-of-school suspension by ninety school administrators in a rural school district. Strategies included inservice for principals, assistant principals, and deans on accurate incident reporting, alternative actions, and procedures for placement into alternative disciplinary programs. Levels of success were measured by the pre-test and post-test of common base of knowledge of administrators with the SESIR and direct comparison of the data provided by the fall 1997 and the fall 1998 SESIR with an emphasis on the decrease in the out-of-school suspension rate. Program objectives were met with the elementary and middle schools and in five of the six high schools. All program objectives the three targeted schools showed a dramatic improvement in all areas. Appendixes include procedures for placement in alternative programs, recommendation for expulsion and administrative placement due to felony charges, strategies for managing discipline, pre/posttest, SESIR Reference handbook, forms for alternative to suspension.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of others in the field and in the hope that my own work, presented here, will earn similar respect.



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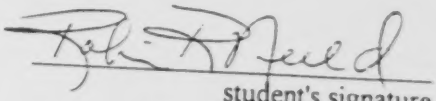

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12/28/98

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NOVA SOUTHEASTERN UNIVERSITY
GTEP PRINCIPAL COMPETENCY RECORD

NAME **Robin R. Neeld** DATE SUBMITTED 6/11/98

COMPETENCY # **8** TITLE: **Managing Interaction**

Setting:

Facility
Elementary
Middle grades
Secondary
Post secondary
Other District

Target Population
Administrators
Teachers
Parents
Staff
District Personnel
Community members
Other

Target of the problem:

Topic
Achievement
Behavior
Curriculum
Program
Teaching
Other

Area of Impact
Program
Department
Grade level
School
District
Other

Baseline statistics that confirm the problem 1994-1997 SESIR
Evaluation Tool: PRE & POST Test Date Administered: June 2-3, 1998
Scores: Pre-Test Average = 65% Post-Test Average = 99

Action: Briefly describe the part of practicum implementation when she draws upon recognized leaders among the group members.

I was to develop an inservice for all level administrators regarding the use of discipline incident codes and definitions by dividing the activities among administrators with school based effective practices. These administrators were to be selected, explained how they were chosen and asked to participate. They were encouraged to prepare handouts and then meet with the Assistant Superintendent to discuss procedures. Each was given a 15 minute time limit and told that staying on task was essential to time limitations.

Results: Explain the outcomes.

The day long inservice was named the "District-wide Administrator Assistance" and was compressed into a 31/2 hour session. Each of the 14 administrators presented interventions, strategies, and alternatives utilized at their school site to implement the SESIR effectively and most importantly consistently. By utilizing peer administrators, the information was received in a much more open forum. When a presenter went beyond the allotted time, other administrators shortened their presentations to stay within the allotted time. Two speakers were from outside agencies and were invited to future principal meetings. Evaluations were extremely high on validity and usefulness of information.

I confirm that this activity took place as stated.

Professor's Signature 7/9/98 Date

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NOVA SOUTHEASTERN UNIVERSITY
GTEP PRINCIPAL COMPETENCY RECORD

NAME **Robin R. Neeld** **DATE SUBMITTED October 7, 1998**
COMPETENCY:# **5.3** TITLE: **Information Search & Analysis**

***S**etting:*

Facility
Elementary
Middle grades
Secondary
Post secondary
Other District Office

Target Population
Administrators
Teachers
Parents
Staff
District Personnel
Community members
Other

***T**arget of the problem:*

Topic
Achievement
Behavior
Curriculum
Program
Teaching
Other

Area of Impact
Program
Department
Grade level
School
District
Other

Baseline statistics that confirm the problem
Evaluation Tool **School Environmental Incident Reporting (SESIR)** Date administered 1997-98

***A**ction:* Briefly describe the part of the competency that involves gathering and analysis of data from multiple sources before arriving at an understanding of an event or problem

I was responsible for pulling SESIR action summary data for the 1997 school year and then comparing the use of certain categories by school level (elementary, middle, high school). I noticed that certain schools had noticeably higher rates of out of school suspension. I compared the SESIR incident summaries for LHS to the truancy referrals at LHS and compared the GPA of those students. I scheduled a meeting with the Deputy Superintendent to discuss the overuse of out of school suspension and the inconsistent use of certain incident codes at specific codes. I developed a system to communicate this information to the school administrators.

***R**esults:* Explain the outcomes.

I showed the data collection to the LHS principal to discuss the need for alternatives to stop the overwhelming truancy issues that face the school. This data collection showed that 75% of the discipline referrals were for truancy/tardiness issues. Of the 516 cases of truancy at LHS between August 11, 1997 and March 31, 1998, students averaged a 1.396 GPA. The principal was encouraged to arrange summer inservice and training to create new alternatives and solutions to halt the alarming trend of truancy.

Inservice, peer and faculty mentoring, creation of ISS, hiring a Behavior Specialist, and a truancy clerk were all outcomes of bringing this information to light.

D. Heath Muir 10/7/98

Professor's Signature Date

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CHAPTER I

Purpose

Background

Implementation of this practicum took place in a school district that was literally in the heart of central Florida. The district was struggling to catch up with a staggering growth rate and at the same time provide for the educational needs of a changing population. There were over twenty small municipalities, the largest city had a population of about 20,000. The practicum county had a service industry type economy that was rapidly evolving. Until the early 1980's, this county produced 25% of all citrus industry in the state. The strictly agribusiness economy had since shifted to entertainment and service with the encroachment of the tourist and entertainment complex and associated businesses.

The school district had an unweighted Full-Time Equivalent (FTE) of 25,811 students with 81% white, 16% black, 2% Hispanic, and 1% other. Within the practicum school district, 43% of the students qualified for free and reduced lunch and 21% were served in exceptional student education programs. Thorough research of the School Environmental Safety Incident Report (SESIR) indicated that the practicum school district is in the throes of a major influx of societal problems. These included dramatically increasing levels of substance abuse,

escalating levels of violence, an upsurge in totalist groups such as KKK, Vampires, and other "para-militia" groups. There was a high incidence of fighting and disorderly conduct from upper elementary through high school There was a trend in the lack of respect for authority figures and a rapidly growing violence ethic among students. In comparison to data collected two years ago, seven categories have increased, including disorderly conduct, drugs, alcohol, weapons possession and use of tobacco. Major increases were seen in the fighting and threat with intimidation categories as well.

The practicum district had 106 administrators to support the administrative needs for the 39 schools, with 90 of these being building level administrators who served as the target group for this project. These administrators operated under a school-based management philosophy that lent itself to a wide variety of policy interpretations.

The writer selected the education profession because of the unlimited challenges to share knowledge and shape the lives of future generations. The educational arena offers boundless opportunities to guide students, parents, and other educators through implementation of innovative and proven practices. The school had a central force in a small community and played more than a key role in shaping the lives it touches.

The practicum author began working with young adults in a halfway house as joint venture between community, church, business and the Department of

Rehabilitation in a large metropolitan district. After a move to a small rural community in another state, it became evident that a proactive approach would be far more beneficial to all players in a collaborative endeavor. After obtaining a master's degree in school guidance and counseling, the writer was able to implement many of these proactive approaches at the elementary school level followed by several years as the Intervention Specialist for the practicum district's Safe And Drug-Free Schools grant. Conflict resolution, peer mediation, employability skills, and a relevant study skills curriculum were key approaches used later as a middle school counselor. Most recently, the district had made use of the writer's people skills by serving as the administrative liaison to works with the administrators in the discipline process for students facing expulsion, felony charges, and placement into the alternative schools. On a daily basis, the writer has been in contact with administrators who were frustrated with policies they don't understand or feel they lack resources to use any action other than out-of-school suspension.

Throughout the varied challenges pursued by the practicum author, realization that all can reach their goals when there is a clear understanding of the expectations. People can achieve if they are made aware of the level of expectation needed to be successful. Administrators must be made aware of the standard expectations of behavior before they are to apply discipline actions in order to improve the level of achievement. When there was a clear understanding

of expectations for all those involved, all involved could attain a higher level of success.

Problem Statement

The site district, according to state departmental records, had a high out-of-school suspension rate. When a school district had earned the notoriety for being "number one in violence" (Weber, 1996), management of student behavior may have been identified as only a small part of the problems indicated. Based on the 1994-95 Needs Prevention Profile (Table1), the district was ranked the highest among 67 school districts with respect to violence (Wang, 1996). At first glance, the data suggested that the practicum district has experienced a higher rate of violence than other Florida school districts. However, due to school site administrator's attitude toward these discipline incidents, consequences for most infractions resulted in out-of-school suspension. Consequently, high out-of-school suspension rate had created many negative impacts on the practicum site district.

Table 1. ***Needs Prevention Profile****: A comparison of District and State Averages.*

	Violent Acts in School	Drug Violations in School	Violent Acts in School (PK)	School Dropouts (PK)	Juvenile Crime (PK)	Drug Violations in School (PK)
Site County	15,614 (65)	111 (57)	606 (67)	18.66 (56)	40.1 (52)	4.31 (63)
State Average	3,264	67	127	13.05	27.5	1.99

Table 1. Note: The number in parenthesis reflects the unweighted ranks of the school district as reported to the Department of Education (Wang, 1996). The maximum unweighted rank possible is 67.

Immediate interventions were implemented to curb the alarming trend of juvenile violence both in schools and in the community. In spite of the implementations focused on changing student behavior by teaching conflict resolution and social skills curriculum, the 1995-96 State Environmental Safety Incident Report accounted for 6,462 violent incidents ranging from disorderly conduct to weapons (Appendix A). Deeper study of that data indicates the problem may have been more strongly rooted in discrepancies in the administration of discipline procedures. Data entered at each school appeared to have been subject to a wide variety of interpretations. The most common philosophy of this district's administrators, as evidenced by the high out of school suspension rate, was to remove students who do not meet the school's criterion rather than change the mission of the school to meet the needs of these students. While truancy was a problem within the district, administrators continue to suspend those students with unexcused tardiness, lateness, absence, or truancy, in spite of Florida Statute 232.26.

Administrators were invited to participate in Non-Violent Crisis Intervention Training during the 1997-98 school year. However, less than 25% saw the need to learn new skills to intervene with this diverse student population, as evidenced by enrollment through the Prevention Team records. While administrators pled for increased security, School Resource Officers, allocations

for assistant principals and guidance counselors, they must also be provided with information regarding a changing world and how to meet the challenging and changing needs of students.

Examination of actual SESIR data exposed inconsistencies in defining incidents as "violent." An example could be seen when inspecting the 1994-95 School Environmental Safety data (Table 2). One elementary school, with an enrollment of 876 students, reported a total of only 7 total incidents. In contrast, another elementary school with a much smaller enrollment of 685 students reported 479 total incidents during the same period.

According to the SESIR incident definitions (Appendix B), school administrators coded the majority of their disciplinary referrals as disorderly conduct, while larger, urban counties coded the same level infraction as inappropriate behaviors which are not included in the state report. In 1994-95, a single elementary school reported 191 of the 328 incidents of battery cited by the 36 other schools (Table 2). In 1995-96, the same elementary school reported 124 of the 359 incidents of battery cited by the 36 other schools (Appendix A). Examination of these reports may lead one to conclude that the strongest variable is the administrator's use of the incident definitions.

Table 3. School Environmental Safety Incident Report *data reported for County Elementary Schools during the 1994-95 School Year.*

School	Disorderly Conduct	Fighting	Alcohol & Narcotics	Assault & Battery	Total # Incidents	Total School Membership	Ratio of Incidents/ Membership
A	52	8	0	1	68	704	.10
B	47	19	0	2	70	899	.08
C	12	7	0	14	34	389	.09
D	5	11	0	0	19	434	.04
E	281	55	0	97	453	787	.58
F	1	0	0	0	37	558	.07
H	0	6	0	0	14	537	.03
I	70	24	0	9	100	1,001	.10
J	214	69	0	19	311	351	.89
K	18	8	0	1	38	439	.09
L	5	1	0	0	7	876	.01
M	30	47	0	4	96	695	.14
N	186	62	0	191	479	685	.70
O	4	4	0	3	12	911	.01
P	117	34	0	4	162	649	.25
Q	283	49	0	0	342	687	.50
R	11	16	0	0	36	586	.06

Table 3. Note. From "Needs Prevention Profile" (Wang, 1996), State Department of Education.

The author's informal survey of administrators (Appendix C) documented that 85% of the administrators thought that suspensions were high because of the presence of weapons and drugs on school grounds. However, the incident data reveals that only a small minority of suspensions involved inherently dangerous circumstances. Less than three percent of the suspensions in the practicum district were due to weapons, drugs, and other dangerous objects. Defiance of authority, fighting and profanity accounted for 92% of all suspensions. Seventy-five percent of all suspensions were for behaviors that harmed neither person nor property and that over 25% were for truancy and/or tardiness. Schools could,

therefore, dramatically reduce the high suspension rate without compromising the safety of the school.

Through the use of the SESIR action codes (Appendix D) provided by the State Department of Education for use with the SESIR, administrators were able to assign various actions as consequences to discipline incidents. The most commonly used action in the elementary and middle level is out-of-school suspension as evidenced in Table 3.

Table 3. First Semester 1997-98 SESIR Action Summary.

	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	356	287	8	64	0
Middle	1146	1194	637	670	951
High	1143	12	84	2152	2845

The traditional at home out-of-school suspension did little to ensure that discipline problems would not recur when students return to school. When students were repeatedly sent home from school they lost direct instruction, which translates into a loss of learning and reduced commitment to school, as evidenced by the high dropout rate in the district's high schools. When used repeatedly, suspension led to academic failure and dropping out. In the practicum district, suspension was equal to an unexcused absence. Five unexcused absences automatically resulted in failing grades. Many administrators felt a dual sense of frustration with the situation. On the one hand, administrators were frustrated

with the student's behavior, as evidenced by administrator informal survey (Appendix C); on the other hand they were concerned with the inability to make academic progress due to repeated removal from class and absences. "Vital Signs" and Performance Status Reports, as shown in Tables 4, 5, & 6 (Tables 4-6) indicate the impact of out-of-school suspension on the practicum site's school environment. Regarding out-of-school suspension and expulsion, the National Association of School Boards of Education's Executive Director, as cited by Lawton, 1994:8, stated, "... it will simply not stop the tide of violence among youth, it will only put more youth on the streets."

Table 4. Selected Data on Performance Status and "Vital Signs" Scores for County Elementary Schools during the 1994-95 School Year. *Where applicable, the State Median is also reported for the 1994 School Year. The last column reports the 1996-7 data.*

	Academic Vital Signs (3)	Process Vital Signs (3)	% Above median in Reading	% Above median in Writing	% on Lunch Programs	Promotion Rate	Out-of-School Suspension Rate	Out-of-School Suspension Rate 96-97
A	1	2	45	23	56	99.9	2.0	7.0
B	2	2	58	20	40	98.3	.1	1.2
C	3	2	56	23	59	99.4	7.7	6.6
D	1	2	40	20	52	99.5	1.4	2.4
E	0	2	43	19	58	97.7	.1	6.4
F	3	1	59	27	49	98.1	.4	1.1
G	1	1	45	23	61	98.6	1.7	1.9
H	0	2	33	11	76	98.1	.4	3.5
I	0	1	47	15	32	97.0	1.9	0.3
J	0	0	21	8	79	96.7	12.8	14.0
K	0	2	41	6	0	99.8	2.9	2.9
L	1	2	47	36	40	98.8	.2	1.0
M	1	2	47	36	40	98.8	.2	1.0
N	0	1	49	20	61	98.8	6.6	6.4
O	3	3	62	42	42	99.5	.8	1
P	0	3	49	17	44	98.9	.9	3.7
Q	2	1	48	32	47	97.7	2.0	3.5
R	2	1	52	19	51	98.2	1.2	5.3

Table 4. Note: From "Needs Prevention Profile" (Wang,1996) and 1997 State Department of Education.

Table 5. Selected Data on Performance Status and "Vital Signs" Scores for County Middle Schools during the 1994-95 School Year. *Where applicable, the State Medium is also reported for the 1994 School Year.*

Middle School	Academic Vital Signs (3)	Process Vital Signs (3)	% Above median in Reading	% Above median in Writing	% Above median in Math	Promotion Rate	Out-of-School Suspension Rate	% on Lunch Programs
South Ed	0	1	3	9	0	99.1	40.3	87
North Ed	0	0	10	7	0	78.9	38.3	71
H	1	0	43	19	60	91.5	22.5	51
E	0	2	53	46	50	96.6	13.8	40
G	3	1	60	53	55	93.3	19.1	37
C	3	2	61	56	63	97.6	24.4	44
A	1	1	49	77	45	98.9	18.3	44
F	3	2	60	52	54	98.6	18.4	45
D	2	1	53	70	66	94.6	18.8	60
B	N/A	2	N/A	51	N/A	97.6	20.6	25
State Median			59	47	51	97.2	15.4	43

Table 5. Note: From "Needs Prevention Profile" (Wang, 1996) and State Department of Education.

Eleven elementary schools in the practicum district reported out-of-school suspension rates higher than the state median; in fact, one elementary school had an out-of-school suspension rate of 12.8% compared to the state median of 1.1% (Table 4). For 1996-97, thirteen elementary schools in the practicum district reported out-of-school suspension rates higher than the state median; in fact, the same elementary school reported previously had an out-of-school suspension rate that had increased to 14% compared to the state median of 1.8%. This elementary school is also the district's smallest elementary with less than 350 students. Seven middle schools reported out-of-school suspension rates higher than the

state median (Table 5). It is also the case that, all six high schools had out-of-school suspension rates higher than the state median. The largest high school had an out-of-school suspension rate of 15.7% compared to state median of 13.0% (Table 6). The alternative middle school, previously seen as two north and south educational centers, was merged to one site for the 1997-98 school year and the average out-of-school suspension rate was 39.3 % which is almost double the state median. The largest high school and the alternative middle school are viewed as problematic due to disproportionate use of out-of-school suspension.

Table 6. Selected Data on Performance Status Scores for County High Schools during the 1994-95 School Year. *Where applicable, the State Median is also reported for the 1994 School Year.*

High School	Academic Vital Signs (4)	% 3 or more on Florida Writes!	% Passing HSCT Math	Drop-out Rate / % in Drop-out Programs	Out-of-School Suspension Rate	% on Lunch Programs	Graduation % for Seniors / % entering 9th Grade in 1991
E	4	63	85	5.4 / 0.1%	19.1%	20%	96.6 / 63.6%
D	4	62	80	5.7 / 20.7	14.0	23	99.5 / **
C	3	56	90	5.7 / 5.7	17.3	25	94.1 / 61.6
F	3	69	77	9.0 / 0.0	18.4	24	95.1 / 50.2
A	2	61	69	4.6 / 0.1	18.0	24	90.7 / 54.3
B	1	41	77	8.8 / 17.0	15.7	27	87.5 / 58.1
State Median	N/A	58	80	4.0 / 12.9	13.0	25	93.8 / 72.9

Table 6. Note. There are two graduation rates shown in the rightmost column. The first reflects the % of seniors who graduated at the end of the school year. The second reflects the % of graduating students divided by the number of students entering 9th grade in 1991. ** Because it recently opened, there were no students enrolled at South High School in 1991. From "Needs Prevention Profile" Wang, 1996 and State Department of Education.

Repeated removal through suspension could also foster students' disgust of school, which distances them from positive school interaction and a sense of

belonging in the school environment. Students realized that some administrators use suspension to discourage them from attending school (Greene, 1998). Administrators send a loud and clear message to these students that makes them feel unwanted and unsuccessful. Suspension did not foster a sense of belonging in the school and would serve only to drive the at-risk student away. As seen in the administrator's informal survey (Appendix C), 70% of the principals, assistant principals, and deans, believed that there was inconsistency in how discipline is enforced throughout the district. Of the principals, assistant principals, and deans surveyed, 30% felt the measure of punishment taken by the school did inhibit misconduct. For example, it did not make sense why a student would have been suspended for skipping, when that is exactly what the students wanted. The problem with reporting has undoubtedly existed for several years and yet only came to the attention of the State Department of Education in 1996. As demonstrated through the SESIR, these administrative inconsistencies, in all likelihood, lead to some inaccuracies in both under and over-reporting.

Although several principal meetings are held regularly throughout the school year at the district level, 80% of the assistant principals and deans reported that the information disseminated at these meetings did not always "trickle-down" when the principals return to their school sites. Assistant principals and deans reported through additional comments on the surveys (Appendix C) that while they were the main ones to administer the discipline procedures, they often did

not receive information from their building administrator concerning new policies or directions regarding reporting school incidents. Only 10% of the administrators informally surveyed said that they received adequate inservice on district policies, especially related to expectations related to discipline (Appendix B).

When administrators responded in a formal "Needs Assessment Survey" (Appendix E), less than 24% agreed that the definitions provided were clearly defined. While about 40% of the administrators responded that they used out-of-school suspension only for violent offenses, the action detail summary (Table 3) depicts a somewhat different picture. This contradiction was further confirmed by how 90% of the administrators defined violent offenses in question 11 of the Administrative Needs Assessment (Appendix E) and yet in the discipline action summary there was a relatively large percentage of out-of-school for the small percentage of these type incidents. Forty-five percent of the administrators (Appendix F) expressed that lack of adequate communication of state and district expectations resulted in more inconsistent reporting. Question 17 addressed the truancy issue which had just been adopted as new policy during the Spring, 1998 in the practicum district, only about 60% of the administrators responded that they would have to make changes in the action given for truancy incidents (Appendix F). This feedback was particularly indicative of the lack of district communication regarding new policies. While the Administrative Discipline

Needs Assessment did not directly address frustration, anecdotal comments addressed frustration and lack of district communication.

In light of the changes in society, educators needed to consider re-evaluating the way discipline was dealt with in the school district (Wright, 1997). This practicum addressed strategies to minimize inconsistencies and inaccuracies used by principals, assistant principals, and deans in reporting the district's discipline incidents in order to solve the problem of the high out-of-school suspension rate in the instructional levels of the site county. Using the 1997-98 SESIR discipline action summary, this author sought strategies to bring the out-of-school suspension rate to the attention of the district's administrators (Appendix G). During the 1997-98 school year, the average out-of-school suspension rate for the district in the elementary schools was 2.6% while the state median is 1.1%. This practicum address strategies to reduce the 1.5% discrepancy between the state and district average. During the 1997-98 school year, the average out-of-school suspension rate for the district in the middle schools was 23.5% while the state median was 15.4%. This practicum addressed strategies to reduce the 8.1% discrepancy between the state and district average. During the 1997-98 school year, the average out-of-school suspension rate for the district in the high schools was 22.7% while the state median is 13%. This practicum addressed strategies to reduce the 9.7% discrepancy between the state and district average. This practicum also intended to address strategies that would halt the

spiraling out-of-school suspension rate and would focus on providing alternatives to suspension for administrators to maintain a level of zero tolerance and result in safer more productive schools.

Outcome Objectives

The target group, for this practicum, was 90 administrators who used of out-of-school suspension, as a discipline action was higher than the state median. Administrators, in the practicum district, were defined as building principals, assistant principals, and deans. For the past three years, district School Environmental Safety Incident Reports indicated a severe problem with the use of out-of-school suspension and consistent, clear reporting of incidents of violence. The Department of Education and district-level administrators saw an immediate need to address this problem as indicated through the 1995, 1996, and 1997 SESIR final reports. The smallest elementary, the alternative middle school, and the largest high school were shown to have significantly higher out-of-school suspension rates and are, therefore, selected to implement additional strategies for alternatives. After careful consideration with the Assistant Superintendent for Business and Support, the practicum author had determined that the following objectives constituted a substantial improvement in the overall school district climate:

1. At the conclusion of the proposed 22-week implementation period, the practicum practitioner expects to measure success through

District-wide Administrator Assistance (DAA) for the "out-of-school suspension" discipline action rate in the target district which will decrease in the fall semester to equal the state median of:

Elementary - 1.1%, Middle - 15.4%, and High - 13.0%.

To meet this goal:

a) 11 of 18 of the elementary schools will decrease their aggregate discipline rate by 1.5%;

b) 10 out of 10 middle schools will decrease their aggregate discipline rate by 8.1% or more;

c) 6 out of 6 high schools will decrease their aggregate discipline rate by 9.7% or more.

This objective will be measured by pulling the discipline action reports for each of the 35 schools following the fall, 1998 semester and comparing them to the state median Performance Status reports. This objective will focus on Principal Competency #5, Information Search and Analysis.

2. Following an 22-week implementation, the administrators of the smallest elementary school, the alternative middle school, and the district's largest high school will decrease the use of out-of-school suspension by 50% or more by incorporating the use of alternatives to suspension through a series of summer workshops and planning

sessions. This objective will be measured by comparing fall, 1997-98 action survey to the fall, 1998-99 action survey.

3. The common base of knowledge in the area of the SESIR will increase by 50% for forty-five of the ninety administrators through participation in a rigorous district-wide administrator two-day inservice conducted by peer facilitators. This objective will be measured by comparing pre/post responses to an author-made questionnaire (Appendix E). This objective will focus on Principal Competency #8, Managing Interaction.

CHAPTER II

Research Solution and Strategy

Research

In researching the problem of high suspension rates, the practicum author reviewed a great deal of literature on school violence and the use of alternatives to out-of-school suspensions. Many programs have been implemented to curb the alarming trend that has become a national issue. School discipline has moved to the forefront of public concern (Cumming, 1996).

However, the issue is complicated by varied interpretations of exactly what violence can be defined as. Though a violent attack on teachers and students grab media attention, the majority of aggression is less extreme, consisting of bullying, verbal/physical threats, shoving, fistfights, and other simple assault (Gable, Bullock & Harader, 1995). The literature supports the notion that broad interpretation exists between what the media calls violence and what educators are dealing with on a daily basis. Music, movie, and television violence depicts scenes including guns, violent death, bloody fights, and mayhem whereas, school violence is more likely considered by educators to mean pushing, name-calling, disorderly conduct, defiance of authority, and inappropriate behavior (Tulley, Chiu, 1996). Because of the impact of these discrepancies in public perception, it

is important to define violence and distinguish the role of the administrator in helping to foster a safe school climate.

The American Heritage Dictionary (Morris, 1982:1350), defines violence as "physical force exerted for the purpose of violating, damaging, or abusing" and is the most common way of referring to "crimes of violence." A less common use of the term violence is "abusive or unjust use of force or power" which can justify the complication within the complex use of the term. Christie and Toomey stated that physical harm carries with it the psychological harm of anxiety and apprehension (Furlong, Morrison, and Dear, 1994). Students who are threatened physically or who are actually harmed suffer psychological stress as well.

According to Evans (1995), a controversial teacher survey of Fulton County teachers found that more than half of the teachers knew of a colleague who had been threatened and more than a third said a teacher at their school had been physically assaulted. Nearly half of the teachers believed that students have brought guns, knives, other weapons, alcohol, or drugs to school in the past year. The solutions sought by Evans (1995) include: tougher discipline policies, alternative schools for chronic behavior problems, more police involvement.

Although most people believe discipline is clear cut, because of zero tolerance policies on weapons, drugs, and alcohol, not every violation is a black and white issue which means administrators make judgement calls on a regular basis (Ellis, 1998:JM10). It is important that administrators have clear definitions

and still have some flexibility on controversial issues. Principals do not, however, have "wiggle room" if the violator has broken the law. Administrators were given opportunities to practice exercising discretion (Ellis, 1998). Using an example from a high school principal that had a violation of the weapon possession policy, Ellis (1998) cites that if the student voluntarily surrenders a pocketknife to a school authority, no discipline action may be given. However, if the same student is found to be in possession of a three-inch knife, a serious consequence could result. Administrators must exercise discretion and have a clear understanding of the risk factors involved with school safety issues.

Furlong et al., (1994) drew on the research of Furlong and Morrison to develop individual and school level risk factors to allow educators to analyze their standing on a continuum of risks. Some examples of the risks are as follows:

1. Life threatening risks. Guns, weapons on school campus; drive-by shootings in the school neighborhood; no emergency response plan.
2. Risk of physical harm. General lack of order and security; frequent serious fights and conflict; child abuse going unrecognized and unreported.
3. Risks of personal-social intimidation and menace. Bullying situations, "psychological" harassment; school discipline rules inconsistently enforced.

4. Risks of individual isolation and rejection. Ineffective response to school diversity; nonparticipation and lack of involvement; limited opportunity for extracurricular activity.
5. Risks related to opportunities and support. Instructional program narrow, limited electives; students locked into curriculum track; limited parental involvement.
6. Risks related to school success and productivity. High expectations for learning are not shared; staff unprepared to work with diverse and multi-need student populations.
7. Risks related to personal and social self-determination. Inadequate personal-social skills instruction; minimum input from students about instructional issues and in solving campus problems.

Furlong et al., (1994), summarize that while it would be easy to view school violence/safety as an issue for other agencies (e.g., law enforcement and juvenile justice), educators must respond to the mandate that schools be safe, secure, and peaceful. School safety should be conceptualized as part of the educational mission. As educators, policing students and campuses is not the top job priority, but to tap into the existing skills and resilience of the students and the schooling operation. Promoting skill development and building a cohesive, positive school environment will counteract the impact of violence. School safety involves being vigilant about what happens in the school and being sensitive to

how campus conditions might cause harm. Furthermore, Furlong et al., (1994), contend that to reframe the issue of school violence as one of school safety will empower effective educators to implement already proven practices which are readily available.

In 1994, Florida legislation, through the Juvenile Justice Act, created a number of programs that led to the examination of public school practices regarding school discipline issues. Though student suspension may address the immediate problems associated with an unruly or disruptive student, it is also recognized that suspension can result in increased possibility of occurrence of felonious acts in the community (Bohac, Evans, & Richie, 1996).

Out-of-school suspension has been used in the past as a way of dealing with truancy and discipline (MacWilliams, 1992). In the day when education was considered a privilege, this action carried a heavy punitive consequence. In accordance with the1997 Florida Statute 232.26 (b), "no student shall be suspended for unexcused tardiness, lateness, absence, or truancy." Administrators must realize that the past practices of suspension have been contradictory to the "good faith effort to employ parental assistance or other alternative measures prior to suspension, except in the case of a serious breach of conduct as defined by rules of the district school board" (F.S.232.26). However, in today's culture, school may be considered a right or free babysitting, which the administrator has no right to take away. It is no wonder that when a student is

suspended, the parent becomes defensive and irate, confused about what the parental responsibility should be. MacWilliams (1992) advocates a proactive rather than a reactive approach while implementing the more effective positive reinforcement. According to MacWilliams (1992), development of additional problem-solving levels to be imposed prior to an out-of-school suspension include: 1) time-out areas; 2) group counseling; 3) therapeutic discipline; 4) noontime in-suspension; 5) traditional in-school suspension; 6) combinations of two or more of the above. The presence of these alternatives has resulted in fewer discipline referrals and a reduced incidence of vandalism and loitering in the surrounding community. The strategies cited by MacWilliams (1992) bring improvement to student behavior rather than merely identifying and punishing unacceptable behavior.

Suspension is self-contradictory in that it prohibits students from securing a decent education, while at the same time it pushes students and their problems into the community (Radin, 1988). Students who are at-risk for school failure academically are guaranteed failure when removed to an unexcused, out-of-school suspension. More often than not, once a student has missed assignments they do not catch up and are doomed to failure. Research has shown that suspension fails to modify student behavior and negatively impacts the school setting (Tobin, Sugai, Colvin, 1996). Students miss more than assignments when they are removed from the school environment.

Due to tougher policies, especially on weapons, "zero tolerance" brings states into compliance with the gun-free schools provision of the Elementary and Secondary Education Act re-authorized in 1994. According to Portner (1995), while 25% of the nation's largest schools approved expulsion policies, no research exists to show such policies improve school order and safety. Portner (1995) cites that many researchers have studied alternative schools and say that these schools do reduce school violence. Zero tolerance policies are just the beginning of a wave of anti-violence measures. According to New York City Assistant Superintendent Edwards, as quoted by Portner (1995:10), "Suspension is part of a larger national move to empower schools to act. This raises the ante to show that violence won't be tolerated."

Tobin et al. (1996) advocated that administrators capture the complex social nature of discipline problems through referral data to provide information on the way that a student interacts with other people and school rules. Administrators can track student discipline as a way of identifying chronic and severe school adjustment problems. Equipped with this information, comprehensive interventions, including aggression replacement training and self-management behavior, can result in generalized gains to deter school failure, delinquency and adult criminal convictions.

Educational administration professor Raywid at Hofstra University on Long Island agrees, "When kids cause trouble or fail, there are two kinds of

approaches to understanding this. One is that they are just bad kids, and the other is that there is something wrong with the way we are trying to approach these kids and they need different kinds of arrangements in order to thrive" (Henry, 1994:7). Alternative schools are opening across the country as educators, parents and politicians scramble to find non-traditional settings for a growing number of students with disruptive behaviors. Chronic truants, teenage moms, or exceptional education students were previously served in alternative education; however, with the wave of zero tolerance a wider range of disruptive student is joining the new path being forged. One principal's proposal parallels a trend in which school districts in Florida and California are experimenting with educational programs that separate troublemakers from their peers (Negron, 1992).

Along with these two approaches schools are trying is the use of "opportunity officers" (Cumming, 1996:G02). Through the training of difficult students in conflict resolution and peer mediation to tribunal hearings, the number of suspensions has been reduced. While administrators sometimes feel pressured to keep suspension numbers down, it's not the numbers being questioned but whether policies have been communicated to parents and classroom teachers have done enough to address the problem. Principal Slasinki uses out-of-school suspension as leverage to bring a reluctant parent in for a conference, if a

suspended student has little supervision, in-school suspension will be ordered (Cumming, 1996).

Houck and Maxxson (1997) studied the role of the teacher in assisting children who live with violence. For the first time, the category of fighting, violence, gangs emerged in 1994 as the biggest problem in local schools as noted by the Gallup /Phi Delta Kappan annual survey. Through interviewing a student from a battered, hostile environment (Houck & Maxxson, 1997) explored what resilient factors exist to encourage success in school. As with Barr and Parrett, the authors found that these characteristics include: social competency, flexibility, interpersonal skills, a sense of humor, problem solving skills, a sense of personal autonomy, and optimistic expectations about the future (Houck & Maxxson, 1997). The study found that teachers who establish these nurturing environments employ strategies for intervention that can assist youngsters in succeeding despite the violence at home and other areas of the school. These teachers must show by their words and their actions their caring for young people; such teachers:

- communicate high expectations;
- really listen;
- are hard working and really care about student learning.

Houck & Maxxson (1997) have focused research studies on ways schools and classroom teachers can address problems of increased violence in families and schools by teaching peace.

The most effective classroom managers should be used as models to be evaluated and emulated in regards to classroom management techniques. When effective intervention strategies are implemented, repeated disciplinary referrals are reduced (Bucci & Reitzammer, 1992).

Most intervention strategies are activated through the following strategies: 1) rules, 2) expectations, 3) rewards and punishments. Serious difficulty arises as a result of teachers and administrators mixing the first two. This difficulty stems from the fact that rules are applicable across cultural lines; expectations are not (Johns & Espinoza, 1996). Effective classroom managers are aware of various cultural perspectives and consequently administer prudence regarding student behavioral expectations.

According to Johns & Espinoza (1996), poor cultural awareness and sensitivity is illustrated in the disproportionate number of referrals, suspensions, and disciplinary measures necessary for students of various ethnic backgrounds in our nation's schools. However, teachers should create rules that communicate desired behaviors to all students, regardless of cultural or linguistic backgrounds. Rules should be the same for every student, while expectations should reflect a respect for cultural diversity (Johns & Espinoza, 1996).

Short (1994) advocates the establishment of a school environment that supports good student behavior and calls for organizational management by administrators to build good school discipline. Punitive approaches, whether

based on rewards or punishment, simply employ techniques to control student behavior and short-term compliance. Discipline must be part of a larger learning system whose goal is to provide for long-term learning that produces mental and moral involvement. Important elements of a supportive school climate highlight positive expectations of students, respect for students, and good communication at all levels. Furthermore, Short (1994) focused on in-class strategies for good student discipline and the powerful influence of teacher influence of teacher perception of how students learn to behave.

Administrators, as evaluators and master teachers, must model alternative means of disciplining students. Many administrators feel that if the student's behavior has not been modified within the classroom or the teacher cannot handle the student then the student doesn't belong in school. Tulley and Chui (1995) studied 135 student teachers to determine methods of identifying and intervening in classroom discipline situations. Student teachers consistently ranked discipline as one of their greatest sources of anxiety and attributed their high failure rate to lack of preservice preparation. The major conclusion of the Tulley and Chui research was that (a) elementary-and–secondary level student teachers defined and managed discipline problems in much the same way, (b) the most effective strategies were the most humanistic, (c) the least effective strategies were the most authoritarian. Administrators could glean much from this study by recognizing that overall positive reinforcement and discussion of correct

behaviors or expectations will more likely bring about the desired outcome than the more common punishment strategies.

Administrators are crucial to the success of disciplinary strategies within schools. Modeling and leadership are two attributes of distinction that administrators must display to effectively influence behavior at schools. "Leadership is the activity of influencing people to strive willingly for group objectives" (Hershey & Blanchard, 1993:93). Administrators can influence the behavior of teachers and students by being present, readily accessible, and clearly visible.

The ultimate responsibility of maintaining an orderly campus free from drugs, violence, contraband, and weapons is the duty of the site administrator (Pipho, 1989). It is essential that administrators be seen in the classroom and around the campus on a frequent basis. Research shows that students tend to be on their best behavior when administrators operate on proximity control (Pipho, 1989).

According to Jones & Jones (1990), classroom management is the key to a successful educational environment. Teachers should be encouraged to develop rules and procedures to help students meet their academic needs. Teachers must practice effective communication of both sending and receiving skills. Monitoring of student behavior in conjunction with the quality of delivery of instructional material will insure minimizing student misbehavior (Jones & Jones,

1990). Teachers should be encouraged to respond to student misbehavior in a way that insures dignity and self-respect. Jones & Jones (1990) encourage setting expectations that are communicated in a clear, consistent manner.

School officials, teachers, and parents alike are grappling with problem of aggression and violence in the schools, however, the literature contains nearly 300 violence prevention/intervention programs and over 100 conflict resolution curricula (Gable et al. 1995). The goal of today's schools must be to develop strategies and provide resources that will reduce acts of student violence, in both number and intensity (Heller, 1996). Writing to persuade fellow principals, Heller (1996) addresses school management issues to show a clear movement from the traditional practices to the transitional practices of administrative intervention with rules enforcement to the transformational practice of full staff involvement. Wide ranges of intervention strategies were discussed to assist administrators in providing a safe and secure environment for their communities. The principal began with an assessment of school needs; the school building as a home away from home; preparing for emergencies; and student management through consistency. Successful intervention strategies that were implemented at Monroe-Woodbury Senior High included: Anger Management Seminar; Human Understanding and Growth (H.U.G.) program; Peer Mediation; Partners Acting as Instructional Resources (P.A.I.R.) program; Pupil Personnel Services; Periodic

Review of Disciplinary Code; Staff Development; Student Awareness Sessions; and Supervision.

In response to growing concerns one school district in the Connecticut area formed the Together We CARE (Confident, Atmosphere, Respect, and Environment) program. This comprehensive plan was developed to create a Safe Learning environment (Edwards, 1998). Faculty and staff were asked to create a plan after identifying greatest strengths and areas of most concern. Edwards (1998:10) reported that the results showed a "dramatic reduction in student suspensions and expulsions and a significant increase in academic performance as shown by standardized test scores." Through the use of Student Assistance Centers that provide services in three major areas: violence prevention, substance abuse, and enhancing academics. Other initiatives included: police outreach program; security evaluations; revision of board policies and procedures; video cameras, in-house probation; alternative programs; change seminars; and the PRIDE program. Dramatic results of the Connecticut initiative showed a 750% reduction in expulsions, a 55 % reduction in suspensions and 20% increase in Connecticut Academic Performance Test (CAPT) scores.

A multi-year review of Monroe-Woodbury High School's major student infractions, (alcohol/drugs, smoking, fighting, vandalism, class cutting, and disruptive behavior) as indicated by assigned suspensions, shows that alcohol/drug-related suspensions decreased by 40 percent, student fights

decreased by 32%, student smoking decreased by 28%, class cutting decreased by 19%, and overall out-of-school suspensions decreased by 29%. A five-year review of the in-school suspension results indicates that two-thirds of students who are assigned there for one to two days did not require any further suspension assignments for the year. The incidents of vandalism (11 per year) and disruptive behavior (all other student infractions) remained the same. A system analysis of these organizational results confirmed suspicions about the extensive administrative time expended, as well as, the need to change perceived responsibilities in meeting the obligations of an ever-changing society. The principal's role, as well as the assistant principal's, evolved from the traditional authoritarian persona to one that is now more of a counselor and confidant for students and parents (Heller, 1996).

In today's schools, what activities invite student to fill the sense of belonging that is missing? Clubs, organizations and team sports are not available to students at risk due to legislation aimed at raising higher standards of achievement. Students who are not capable of maintaining the required grade point averages are left with little options to participate in extra-curricular. According to Maslow's theory, the student will find a way to satisfy basic needs. Drug dealing and gang membership is often more readily available to these students. Literature has clearly revealed that gang-involved youth are searching for a place that gives them a sense of belonging (Goldstein, 1993). Goldstein's

programs teach students appropriate social skills so that more acceptable group interactions occur in the school setting. "Skillstreaming" and "Project Achieve" have shown clear gains in classroom settings to change behaviors that had previously resulted in suspensions (Goldstein, 1993).

Due to the increasing violence, complaints and lawsuits against school districts over suspensions and expulsions, it is critical that the practicum school district develops acceptable alternative methods of discipline (Hoots, Carr, Johns, 1995). An alternative program in Leon County turns problems into achievements through remediation, anger management and goal setting. The School for Applied Individual Learning (SAIL) has provided opportunities for students use their strengths. Despite the challenges faced by the SAIL students of which about 69 % have previously performed poorly in academics, 22% have been retained in at least one grade, 11% have a learning disability; SAIL had the second highest passing rate of all Leon County high schools in communication (89) and math (85) on the High School Competency Test this year (Scoon, 1997). These scores exceeded both the state and district marks. In settings such as SAIL, bonding is extremely important to insure student success. Teachers claim that development of family-like relationships rather than the traditional teacher to student ties is a primary reason for student success.

Klagholz (1995) advocates removal of the offending student in the regular school to alternative settings and thus assuring all students a safe school

environment and states that such efforts are aimed at: a) early identification of students with violent tendencies; b) the application of preventative measures, such as education, counseling and mentoring: and c) the rehabilitation of students who ultimately commit acts of violence. The safe schools notion incorporates the concepts of prevention and support but also includes an emphasis on the rights of all students to a free and public education and, therefore, their right to freedom from the threat of school violence (Klagholz, 1995). Every school should define clearly the obligations of students, expectations regarding acceptable behavior and then outline the consequences. According to Klagholz, (1995), these consequences should be administered immediately and consistently.

According to Hill (1998:35), "critics call them soft jails, but alternative education programs like the Washington Opportunity School are an increasingly popular means of getting troublemakers out of the classroom." Chronically disruptive students need a place to go to get their act together, however, if they choose otherwise, they will have to stay. Opportunity schools are designed to teach certain values and rules so that these students can return to their regular schools. The get-tough approach focuses on lessons for life: respect, responsibility, and results. The most important function that an opportunity school provides may be in letting teachers and administrators know that there is a final place for a student to be removed for a time (Hill, 1998).

Cumming (1996) cites the Georgia Department of Education as tracking the use of out-of-school suspensions following the implementation of in-school suspension. The numbers mask how successful in-school suspension has been at keeping unruly students off the streets because with high enrollment came a tougher, stricter school attitude toward discipline and more time to focus on more serious problems. The literature, as reviewed by Guindon, reports that out-of-school suspensions are counterproductive and alternatives like in-school suspensions work (Southhard, 1998). Furthermore, Southard's (1998) study listed effective and ineffective practices taken from the literature on ISS programs. Effective practices include: a) Shared decision-making is needed in establishing the program; b) A philosophy with clear rules, policies, and procedures should be developed; c) Providing adequate resources and funding (i.e., environment, instructional materials, staff with fulltime teaching /or counseling certification) is a necessity; staffing ISS with existing teachers is effective but the primary need is the ability to work well with all groups; d) Continuous program monitoring by the ISS teacher, counselor, and social worker is essential; e)It is best to utilize ISS for up to 10 days, starting with full not partial suspension; f) Students should be referred for more serious, not minor infractions; g) A consistent referral process that includes student demographics, length of stay, infraction, etc. is needed; h) Consistent counseling is provided emphasizing problem solving; i) Evaluation components are used to measure and analyze program benefits (i.e., behavioral,

changes, reduction in referrals and suspension) through accurate record keeping; j) A committee can be formed to review the data and makes recommendations for program improvement; k) One staff member consistently monitors the referral process. (Crucial Need); l) The principal is supportive; m) Academic work is constantly provided for continuity of learning; n) Parents are involved immediately.

Southard (1998) cites ineffective practices for in-school suspension, which include: a) without a program evaluation, an analysis of the effective benefits of ISS cannot be measured; b) splitting the roles of personnel can cause inconsistency in the program delivery; c) Referring students for minor offenses can cause ISS to become a dumping ground for any student misbehaviors; d) The lack of uniformity in the use of a school-wide behavior system can create an overloaded, ineffective ISS program; e) Inconsistent counseling will have little or no impact on changing student behavior; f) Time constraints in schools do not allow adequate follow-up with students returning to regular classes and/or any family therapy; g) Students still miss direct instruction, class discussions, and projects while in ISS; h) The use of ISS will sometimes result in an overrepresentation of minority students.

The Cincinnati Public Schools, according to Manes and Purifoy (1997), have implemented a program of Student Court, which was created through a joint effort between the Cincinnati Public Schools, Office of Student Discipline,

Project Succeed Academy and the effort of volunteer attorneys. This program, according the superintendent, is a pre-suspension discipline program for unacceptable behaviors such as disorderly conduct and littering and is designed to allow students to exercise positive peer pressure to follow school rules. Student Court is a unique alternative because it allows students to participate in the disciplinary process and thus, take responsibility for their school community.

Gable et al., (1995) researched studies by Hughes, Kauffman, and Morrison, Furlong, & Dear, to single out the five elements that they deem crucial to preservice curriculum on prevention and intervention. These elements include: (1) the development and maintenance of a positive and safe school climate; (2) the development of classroom management skills that emphasize intervention and conflict resolution; (3) gang identification techniques; (4) the defusing of potentially explosive confrontations between students or between students and school personnel; (5) the effective handling of students who possess weapons on school grounds. Furthermore, Hughes research had found that the "School Safety Leadership Curriculum" at Pepperdine University (CA) designed to be applied and interactive to assist administrators preparation for their roles in today's schools (Gable, et al., 1995:7).

Quality training is essential to ensure that these persons possess the necessary knowledge/skills to be effective team members (Gable et al., 1995). Gable summarized that public school personnel face a daunting task of ensuring a

secure and nurturing educational environment for all students. In order to lead in this direction, administrators must be open to training opportunities as well. The process of creating safe schools is partially a task of enabling and empowering school personnel to continue and add to their effective practices. Literature on enabling and empowering, according to Dunst, Trivette, & Deal as cited by Furlong et al. (1994), provides a framework with which to outline actions that form the reframing of school violence.

Furlong et al. (1994), draws on the studies of Dunst et al. for three important aspects of empowerment, the recognition that: (a) people already are competent or have the capacity to become competent, (b) the failure to display competence is not due to personal deficits but to the failure of the system in which they operate to provide opportunities for competencies to be displayed, and (c) people seeking help or new competencies must attribute behavior change to their own actions to gain the sense of control necessary to maintain changes. Administrators must provide the message to teachers that the empowerment process, provided by Furlong et al. (1994), would include the following: (a) recognizing that teachers already do many things that help students develop and nurture skills that will help them be safe in the school and other environments; (b) school systems that concentrate on defensive strategies (higher walls, metal detectors) are failing to recognize the contributions of teachers and educators to the development of students as nonviolent, contributing members of society; (c)

the ongoing actions of teachers to create safe schools must be recognized by themselves as well as others.

Given the heightened concern about violence in our communities and schools, it is easy to get into the finger-pointing mode (Furlong et al., 1994). Instead, administrators must lead the way by focusing on positive proactive action. The first step for administrators is to focus on what their faculty, students and parents have to say about school safety issues. Ownership in the outcomes will be enhanced when the stakeholders have developed the goals. Administrators must lead the way by implementing school level planning that is developed out of real needs. A single individual can not accomplish these needed changes alone but rather act in the role of a facilitator of collaboration involving all school professionals, parents, local church and civic groups, and community agencies to share responsibility for developing solutions to key issues. Improved communication and positive relationships between adults and students was found to enhance a safer school environment (Furlong et al., 1994).

Wachter-Costello (1995) implemented a school-wide discipline plan when evidence was gathered showing that students were not prepared to deal with cultural diversity. Research particularly indicated that at-risk students lacked skills regarding conflict resolution and awareness as well as tolerance of cultural diversity. Using Rosal's research, Wachter-Costello involved students in multicultural diversity program to raise the level of awareness and faculty support

to raise self-esteem and lower discipline. Instead of focusing on reducing acts of violence through placing metal detectors, weapons checks, Wachter-Costello emphasizes "the long-term strategy to build a more peaceful world, therefore teaching children to be peacemakers" (1992:32). Wachter-Costello's outcome results supports the notion that the affective domain is as important as the cognitive domain. The author's study, is validated when the students observe the principal administrative leadership modeling and monitoring these programs (1992:60).

A study, conducted by Saint Plummer (1998:12) in a "Stay-in-School" alternative education program, provides an analysis of ways teachers make connections with at-risk students. The theme for discipline with these teachers was: a) maintaining control and empowerment, b) demonstrating concern and understanding, c) balancing structure and flexibility, and d) weighing positives and negatives. In this study, Saint Plummer (1998) cites the concepts which are analogous with formal theories, such as Glasser's control theory and Rosenthal and Jacobsen's self-fulfilling prophecy. Teacher skills can be formally developed through pre and inservice training. Staff, who make connections and build relationships with students, enforce the expectation of responsibilities and turn potentially volatile classrooms into states of ambivalence where students are accepted even when their behaviors are not.

Blount's applied research study targeted students to participate in intensive counseling and through Project Friendship paired targeted students with teachers and staff volunteers (1993). Through Project Friendship mentors met bi-weekly and developed caring, trusting relationships. Positive attitudinal changes were reported by 70% of the participants. The self-concept and self-confidence of the students participating in the program were reported to have improved by 70%.

According to Neuwmann (1998), school culture has a direct impact on student engagement with school work and quality of life at school. Over a five year period, with the "Team Learning Projects" (TLP), students developed an appreciation for the joy of discovering and learning as a life-long process. One of the projects incorporated involved the school newspaper publication, which promoted positive values throughout the school. Many of the projects offered collaborative projects and an opportunity for students to develop social interaction skills and an appreciation for mutual responsibility (Neuwmann, 1998). Although the intent of Neuwmann's research was to track academic improvements and faculty change in teaching styles, the outcome depicts development of democratic character, curiosity, creativity, and concern for others which directly impacts the student conduct and discipline with positive outcomes in academic growth. Newman therefore, purports that all teachers, particularly those who are teaching

high-risk students, should be encouraged to build a better understanding of their students including teachers-as-mentors programs.

Scott, Murray, Merten, & Dustin (1996), conducted a study on how school personnel impact self-esteem. As administrator, setting one of two climates was found to result in extremely different outcomes. The custodial climate emphasizes procedures, order, punitive sanctions, and impersonalness. The humanistic climate focuses on the democratic process, respect, fairness, self-discipline interaction and flexibility. When students perceive these climates, it will either raise their self-esteem or have a debilitating impact. One of the most significant findings of this study was the overall agreement of school personnel regarding the importance of being responsible and dependable as characteristic of high self-esteem. The study encouraged school professionals through the use of focus groups to increase their understanding of the impact of their perceptions regarding self-esteem, as well as, model more clearly and deliberately their own self-esteem.

Romano (1996) conducted a study using self-efficacy an outcome evaluation variable to study the effectiveness of program training for a three-week summer training institute. Self-efficacy theory postulates that whether a person engages in certain behaviors is contingent on the person's beliefs about his or her ability to carry out the activities and, if the behaviors are initiated, the amount of effort that the person will expend (Romano, 1996). This study was based on

research conducted by Bandura, twenty years earlier, which espoused that one could successfully execute behavior change because a person believes that they can carry out a behavior and that behavior will lead to desired outcomes. When educators believe that they can positively achieve desired goals, this belief will positively promote teacher change and student performance. Romano's study postulates the notion that training offers the potential not only to increase knowledge and improve skills but also to change attitudes. Results of Romano's (1996) study concluded that the greater the increase in self-efficacy, the higher the potential for transfer from the training environment to the work setting.

In a study conducted by Singleton (1992:38) who recognized that past emphasis has been to "fix the student," the author advocates that educators must encourage and develop leaders to their highest potential with the best methods, resources and strategies. Recognizing that students do not come to school with the social skills needed to work cooperatively, teachers must teach specific social skills as well as model and allow opportunities for practice. Most importantly, students must learn tolerance of classmates. Most teachers do not use instructional strategies that develop cooperative and collaborative skills. Through social interaction, creativity, discovery, critical thinking, each student's participation is recognized and the group determines whether a task is accomplished. Using the research of Sullivan, Singleton cites some unwillingness for teachers to diversify and experiment to meet the needs of the students. Peer

coaching is the method implemented in the applied research project, through the teacher support specialist who advocates the musts for students at risk. Teachers must: a) ensure success; b) provide for personal contact; c) create caring demeanor; d) build self-esteem; and e) be patient and even-tempered. Singleton, citing Guskey's research, supports the idea that a synthesis of innovative strategies is important in staff development because no single strategy can do everything. In Singleton's study, incorporating these strategies will counter Fitzwater's research that boring classes led by uninspired teachers create an atmosphere ripe for misbehavior.

Whatever the reasons for increased student aggression and violence in schools, Myles and Simpson (1994) felt that it was clear that the preparation of the educators to deal with these rising incidents was implicit. Options and strategies were essential for school personnel to be informed and prepared. School-based personnel must have he ability to work together to devise and implement policies to meet the needs of today's students. Myles and Simpson (1994) gave particular attention to preventative measures; including (a) understanding and applying appropriate interventions for escalating levels of aggression and violence, including use of a planning and analysis monitoring procedure; (b) classroom preventative and planning measures for aggressive and violent students; and (c) system-wide policies and procedures needed to address the needs of aggressive and violent students.

Lauro (1995) outlines five specific approaches to professional development to assist educators to implement Goals 2000: The Educate America Act. Crucial to the success of this implementation process is acceptance of the change process. Recognizing that all teachers must be part of each step beginning with the needs assessment, planning and development, through the delivery approach chosen will further guarantee success. The five approaches are: (1) Comprehensive, (2) the One-shot deal, (3) Conferences, (4) In-House, and (5) Holistic Video-based. No matter what option is selected, Lauro's study concluded that the true measure of success is when student results improve (Lauro, 1995).

Solution Strategy

After reviewing the available research, the author compiled the findings to design and implement a strategy to assist administrators to increase the accuracy and consistency in their reporting of discipline incidents on school campuses throughout the district. It was also hoped that administrators would begin to incorporate a greater variety of alternatives to out-of-school suspension when informed as to the impact that this overused discipline action creates. The practicum author intended to incorporate proven strategies that would empower administrative personnel to increase the level of awareness of reporting discrepancies in defining violence (Furlong et al., 1994) and the terms used to report to the State Department of Education. The author's challenge was to

reframe administrator's thinking about school violence and what could be done to offer consistency in the reporting of incidents and at the same time developed proactive strategies that created an educational context for school violence prevention.

The first strategy was to provide an inservice training model for all principals, assistant principals, and deans during the summer prior to the 1998-99 school year. The elements of this inservice involved the five elements of prevention and intervention: (1) the development and maintenance of a positive and safe school climate; (2) the development of classroom management skills that emphasize intervention and conflict resolution; (3) gang identification techniques; (4) the defusing of potentially explosive confrontations between students or between students and school personnel; (5) the effective handling of students who possess weapons on school grounds (Gable et al., 1995). Through application and interactive curriculum during this inservice training, administrators would develop a style of citing the state incident codes in a more consistent manner. Following the state definitions would result in less variation between schools in the incidents of fighting, disorderly conduct, and battery. It was also hoped that with consistent reporting, a more clear understanding of the level of infraction that has occurred, thus altering the community perception of being the state's most violent school district.

During the training, the administrator's were to work in three different focus group levels. The first level will group administrators separately by position (principal, assistant principal, and dean). The second subgroup would be by instructional level (elementary, middle, high school administrators), and the third would group them within the context of their school teams. Activities would involve analyzing leadership style and the effect that style has on school climate (Scott et al., 1996). Each level administrator was to be given the opportunity to define their role, as they see it and recognize what the impact of their own self-esteem would have on the school climate. Next, school teams were to practice crisis management along with discipline incident management. Through the use of referral data (Tobin et al., 1996) administrators would learn how to study student interaction and school discipline. With the pressure of the Florida legislature to provide alternative education for violent students, teams would learn new state and district policies and the impact these policies would have on future practices of out-of-school suspension, administrative placement, alternative disciplinary education, and expulsion. Administrators would be provided with copies of new policies on discipline, attendance, and attendance for academic credit, athletic eligibility, and their impact on student success (MacWilliams, 1992). A 1998-99 Code of Student Conduct would be provided to highlight revisions, and allow opportunities for discussion of implementation procedures. Peer administrators would lead these groups to highlight effective practices within

the practicum district. This opportunity to share practices that were already implemented, would be used to empower the group and increase their self – efficacy (Romano, 1996).

The next strategy would begin using the inservice to serve as an opportunity for school administrative teams to develop their team leadership approach (Myles & Simpson, 1995). Typically, each school year there have been several administrative moves that impact many new team working relationships. By making data available to each team, the teams would be able to problem-solve in a proactive manner as to how discipline referral incidents, as well as, crisis incidents would be managed. Administrative teams were to be given data pulled from pre- and post-FTE periods to compare with out-of-school suspension action data to brainstorm creative alternatives during times of the year other than when attendance is essential. Administrator attitudes toward student attendance would be a focus group discussion with the intent of sharing new information on the community impact and community expectations on the role of the educational arena (Tobin et al., 1996).

The next strategy would be for the practicum author to provide information to the school administrators regarding options and alternatives available to the administrators that may or may not require district support. The administrators would be given the challenge to create an action plan as part of their evaluation for the 1998-99 school year. Implementation of team developed

action plans (Short,1994), would be rewarded with incentives and when goals have been reached, further rewards would be awarded through grant funding.

Some of the alternatives available to incorporate into their intervention plans would include: a) the newly developed Teen Court within the County Family Law Department; b) Loss of Privilege relating natural consequences by withholding dances, assemblies, and other student activities; c) Perks and Earned Privileges, such as, free tickets to sports activities, given out when students maintain expected behaviors; d) Loss of Driving Privilege. Teams would highlight information and attitude sharing on peer approaches to alternative actions for various discipline incidents. Administrative teams will brainstorm resources available for creating discipline options and alternatives, as well as, existing resources at the local and district levels (Heller, 1996). Development of additional problem-solving levels to be imposed prior to an out-of-school suspension include: 1) time-out areas; 2) group counseling; 3) therapeutic discipline; 4) noontime in-suspension; 5) traditional in-school suspension; 6) combinations of two or more of the above (MacWilliams, 1992).

Through the effective and ineffective practices of Southard (1998), administrators were to develop an action plan for their particular situation to decrease the use of out-of-school suspension. Administrators would be able to plan 1998-99 discipline strategies based on effective practices (Southard, 1998) which include:

a) Shared decision-making is needed in establishing the program;

b) A philosophy with clear rules, policies, and procedures should be developed;

c) Providing adequate resources and funding (i.e., environment, instructional materials, staff with fulltime teaching /or counseling certification) is a necessity; staffing ISS with existing teachers is effective but the primary need is the ability to work well with all groups;

d) Continuous program monitoring is essential;

e) Students should be referred for more serious, not minor, infractions;

f) A consistent referral is needed;

g) Consistent counseling is provided emphasizing problem solving;

h) Evaluation components are used to measure and analyze program benefits (i.e., behavioral, changes, reduction in referrals and suspension) through accurate record keeping;

i) A committee can be formed to review the data and makes recommendations for program improvement;

j) One staff member consistently monitors the referral process, (Crucial Need);

k) The principal is supportive;

l) Academic work is constantly provided for continuity of learning;

m) Parents are involved immediately.

Furthermore, administrators were to acquire the knowledge regarding ineffective in-school suspension (ISS) practices (Southard, 1998) to be able to develop a stronger discipline plan which will include:

a) Without a program evaluation, an analysis of the effects/benefits of ISS cannot be measured;

b) Splitting the roles of personnel can cause inconsistency in the program delivery;

c) Referring students for minor offenses can cause ISS to become a dumping ground for any student misbehaviors;

d) The lack of uniformity in the use of a school-wide behavior system can create an overloaded, ineffective ISS program;

e) Inconsistent counseling will have little or no impact on changing student behavior;

f) Time constraints in schools do not allow adequate follow-up with students returning to regular classes and/or any family therapy;

g) Students still miss direct instruction, class discussions, and projects while in ISS;

h) The use of ISS will sometimes result in an overrepresentation of minority students.

Past use of in-school suspension in the practicum district has relied on Dropout Prevention funding and due to problems with FTE accountability, this program has lost its funding source. Through collaboration with the Dropout Prevention Specialist and the State Department of Education, implementation for in-school suspension will be re-negotiated. However, at this time, inspite of the identified need, there were no allocations within the schools for the ISS personnel.

The practicum author planned to gather data on a 20-day reporting basis, the data which is reported to the state department regarding incidents of violence and actions taken on these incidents, and then the data would be provided to keep the administrators both aware and current on local progress.

In summary, inservice training and awareness of current policies and procedures would be implemented with a target group of 90 administrators at 39 school sites in an effort to produce accurate, consistent reporting of discipline incidents in the practicum district. This author was encouraged by the reported research that the selected strategies would increase administrator attitude thus reducing the use of out-of-school suspensions as discipline alternatives while having a positive impact on the school climate.

CHAPTER III

Method

Week 1

In week one of the implementation, the author provided a presentation for the Deputy Superintendent under the direction of the Assistant Superintendent for Business and Support Services regarding the inconsistency from school to school in defining the SESIR discipline incident codes. During the presentation, the author discussed the effects of present practices on the extremely high truancy and dropout rate in the district's schools. The author then reviewed policies and procedures for alternatives to suspension and expulsion and outlined the need for a countywide inservice for all administrators.

Following the meeting with the Deputy Superintendent, the District-wide Administrator Assistance (DAA) inservice date was proposed for post-planning on June 2 & 3, 1998 (Appendix H). The Assistant Superintendent for Business and Support Services studied available disciple incident and action statistics to assist the author to select administrators who exhibit more accurate management of disciple in their current schools. Peer administrators were selected to provide assistance as facilitators according to present effective practices within local

schools. Administrator notification of these dates was provided at a principal's meeting with registration due back prior to the inservice dates. The author also sent a memo to all administrators regarding mandatory attendance.

The author met privately with each of the selected administrators to develop presentations. During the planning stage, adherence to the strict timeline was stressed. The author was responsible for providing the planned agenda (Appendix H) and all related packets of information (Appendix I-O). All packets of information were assimilated into color-coded file folders to facilitate quick reference for future use. These packets included: 1) Blue: Attendance/Truancy (Appendix I), 2) Tan: Managing Discipline (Appendix J), 3) White: Alternative Disciplinary Program Placement (Appendix K). 4) Yellow: Administrative Placement Due to Felony Charges & Juvenile Justice Handbook (Appendix L), 5) Green: Adolescent Substance Abuse Education (Appendix M), 6) Purple: Tobacco Education Program (Appendix N), 7) Red: Expulsion Procedures (Appendix O).

The author was responsible for pulling all necessary discipline data and preparing packets for each participant to discuss. Furthermore, the writer was responsible for organizing handouts, sample discipline packets, and other materials for the peer facilitators to use in their presentations. The research for the "Victory Over Violence – Reframing School Violence" would be presented by the Assistant Superintendent in the opening presentation. The Assistant

Superintendent intended to present a strong message to insist that administrators seek alternative resources to suspension.

The author completed necessary room arrangements with the Safety Complex and picked up the coffee urns to provide for refreshments. Since no funding sources could be arranged to pay for coffee and snacks, the author personally prepared coffeecakes, muffins, and cookies. The break was planned to be an important networking opportunity as well as an opportunity to relax between sessions.

Arrangements to bring the speaker for Day II were completed with an agreement between the school board and the speaker. A fee was agreed upon and the speaker was to provide for the motivational message and interactive activity to stimulate development and maintenance of a positive, safe school climate.

Further arrangements with the district's Safety & Security Specialist were made to provide a mini-session at the end of Day II for defusing potentially explosive confrontations. This session was to be considered a refresher course for non-violent crisis intervention.

Week II

In week two of the implementation, the two day "District-wide Administrators Assistance" inservice was conducted. Attendance was mandatory for all administrators. Principals and assistant principals were still on salary, however, deans were to be paid a stipend for their attendance. The deans' stipend

fee was to be based on the total hours of inservice attended at the standard $10.00 summer stipend fee. All expenses had been budgeted through the Set-Aside Allocation, a federal prevention grant. The author was responsible for accounting for hours through the Finance Department.

On the Day I of the two day inservice, 83 of the 90 administrators registered their attendance on the sign-in sheet. The author distributed the handout packets and pre-test (Appendix P). The Assistant Superintendent opened the inservice with the prepared research and implications and then cited the implications of continuing to suspend students within our district. Utilizing overheads (Appendix Q), reference was made to the high out-of-school suspension rate for relatively minor infractions to the Code of Student Conduct. The Assistant Superintendent then outlined the goals and objectives for the inservice and challenged each school to reduce their out-of-school suspension rate by developing a plan to provide for individualized alternatives. This presentation emphasized that schools can dramatically reduce the out-of-school suspension rate without compromising the safety of the school environment.

The author facilitated the rest of the inservice by explaining how the agenda would move forward by foregoing further introductions since the presenters were peer administrators. An elementary principal who was a member of the Code of Student Conduct Revision Committee highlighted the changes to the 1998-99 Code of Student Conduct and provided each administrator with a

working copy of the 1998 Code of Student Conduct. Administrators commented that they don't always know that there have been changes until a situation has occurred that forces the use of the handbook to back their action of providing for a consequence to the incident.

The author presented the School Environmental Safety Incident Reporting Handbook and highlighted definitions which have been broadly interpreted. Of particular importance were the definitions for "battery" and "disorderly conduct." Through the use of the overheads (Appendix Q), school to school comparison indicated the past inconsistencies in reporting discipline incidences. From this point on, administrators were advised that the definition for battery was to be "physical attack in which great bodily harm is inflicted and warranted police report of the incident." In conjunction with this, the definition for disorderly conduct was to be interpreted only as "a substantial disruption to the orderly safe school environment." In the past, use of incidents 29-33 have been left to the schools' individual discretion which also accounts for the inconsistent use of these incident codes. In order to provide for consistency, administrators were issued a form to request authorization to use the incident codes. These forms were intended to inform the district as to the variety and latitude of interpretation used in these incident codes. These request were to be returned by August 1, 1998 and a summation compiled for reference.

The Supervisor of Student Services presented the recently adopted school board policies on attendance, truancy, and habitual truancy (Appendix I). Previous elementary practices of accepting all absences as excused were emphasized and expectations for enforcement were outlined. Past practices of suspending students for unexcused absences or truancy were to cease according to Florida Statute 232.36. Administrators had been suspending students for truancy by citing willful disobedience or defiance of authority following an incident of skipping. Alternatives to suspension were to be utilized to cease this practice. Under the new policies, letters would be computer generated to notify parents/guardians that a student had missed 4 or more days.

The principal selected to present an overview of the alternative resources available within the school prior to out-of-school suspension used the particular leadership style and how reliance on the dean and assistant principal as the key team members to create and influence the safe school concept. The title of this presentation was appropriately named "The Bed Was On Fire When I Got In It." While this administrator's school had been cited to be the most violent middle school in the district during the 1995-96 school year, this administrator's testimony gave consideration that the students are the sweetest and the parents are the most concerned for their children's future. The results of the difference that the leadership style and influence of an administrative team can make in just one school year appeared to be dramatic. This principal not only empowers his

administrative team but also the teachers and students through respect, conflict resolution, and natural consequences.

The high school assistant principal who was selected to present the management of disciple session shared the method that has been refined to organize each individual student's discipline and referral file (Appendix J). This presentation was to be made available to future new administrators so that all would use a similar filing system to track discipline actions. This collection and management of information would allow administrators to track the use of out-of -school suspensions. This administrator shared alternative strategies that have proven effective in the school that has been their appointment for four years.

The Exceptional Student Education Specialist for disciplinary reviews was to present information on procedural rights for students with disabilities. These procedures are outlined in the Code of Student Conduct, however, placement in alternative settings was to be provided for incidents involving drugs and weapons.

Modifications for placement into the alternative disciplinary program were presented due to the fact that this was the second year for the district to have such a program and the limited number of placements available (Appendix K). Administrators were advised there would be only three ways to get a student into the alternative disciplinary program: Through the expulsion process by recommending: a) alternative placement in lieu of expulsion or b) expulsion with

placement into the alternative disciplinary program, c) administrative placement due to felony charges.

Procedures for administrative placement into the alternative disciplinary schools when students are formally charged with a felony off-campus were presented by the selected high school Assistant Principal (Appendix L). Information on how to access the electronic system for notification of felony charges via the Juvenile Justice Screen on the district's management information system was shared. This presentation provided clarification on how to make a request for placement and how to utilize the Juvenile Justice Committee in each school to determine whether the felony charges result in an adverse impact on the school environment. Administrators were instructed that this procedure was not to be applied when felony charges resulted from an incident on a school campus. These incidents would result in a recommendation by the principal to the board for expulsion or placement in the alternative disciplinary program in lieu of expulsion.

The administrator selected to present the action required for student possession and/or use of an illegal substance had helped to develop the new procedure. This administrator felt that the past procedure had serious flaws since most students did enroll in the community based substance abuse education program but did not follow through with completion of the program. The new procedure called for immediate placement of the student into the Adolescent

Substance Abuse Program (ASAP) during the ten-day out-of-school suspension (Appendix M). According to the 1998 Code of Student Conduct, the mandatory expulsion for student possession and/or use of an illegal substance could be waived upon completion of the ASAP. According to the 1998 Code of Student Conduct, student distribution of an illegal substance required participation in the ASAP program and a recommendation by the principal for placement in the alternative disciplinary program. The implications for ASAP appeared to greatly reduce the number of student days missed for out-of-school suspension.

The administrator selected to detail the use of the alternative to suspension for violation of tobacco possession or use stressed the importance of assigning students to attend the Tobacco Education class (Appendix N). Previously, the program was available as an alternative to a three-day suspension. Under the new state legislation, mandatory attendance in a tobacco education program is required for a minor's violation.

The assistant principal selected to present procedural guidelines for recommendation for expulsion or placement in lieu of expulsion utilized samples of previously prepared expulsion packets (Appendix O). These samples had been stamped "DRAFT" and provided visuals for several possible scenarios that would require a recommendation by the principal for expulsion/placement in lieu of expulsion. The addition of the Summation of Expulsion to the Expulsion Packet

gathered all the required information to be prepared for ease of presentation to the newly implemented Hearing Officer procedures.

A high school assistant principal, school resource officer, and the program coordinator presented the newly created Teen Court as a viable and meaningful intervention. The program coordinator offered training for peer mentors and adult volunteers at each of the secondary schools. This program would have the ability to act as an intervention though the family court program but the consequences would provide alternatives for the school system.

The Wrap-Up Session was set to include a review and summation of the objectives covered in Day I and conclude with a Posttest. As time for the wrap-up approached, the Superintendent and Deputy Superintendent arrived for an unexpected appearance. This appearance served as an endorsement to the District-wide Administrators Assistance inservice and allowed the posttest (Appendix P) to be taken seriously. All participants completed the posttest prior to dismissal.

Day II of the District-wide Administrator Assistance began with the keynote speaker (Appendix H). Administrators attended a motivational one-hour speaker as a focus on the theme of "Today's Challenges." This keynote address had been arranged by the practicum author to bring a contagious enthusiasm and an innovative approach to revitalize administrators. The speaker discussed a collection of shared experiences and issues that reminded educators of the

common ground that creates a bond between staff members. As parents, teachers, administrators, and co-workers, positive communication was considered to be vital. Administrator's benefited from the speaker's personal reflection: "I haven't done it all right, but I'm alright" (Whitehurst, 1998). For a fee of $2500 including travel and meals, the speaker and an associate agreed to teach a two-day inservice for all alternative teachers following the keynote address. The speaker spoke on personal renewal, checking for burnout, taking care of yourself in order to give the most of yourself, and empowerment for a safe school.

The planned agenda for Day 2 (Appendix H) for the administrative inservice included activities in which the administrators were divided into groups based on position, level, and school assignment. The first group was formed with all principals in one room, all assistant principals in another, and all deans in yet another room.

Administrators analyzed individual leadership style and perceived effect that style had on school climate. Administrator discussion focused on research based self-efficacy studies and leadership styles development. Adding to the Day I session, the middle school principal, administrators discussed their influence on the school climate.

The next group formed was based on elementary, middle, and high school levels. Administrators used referral and discipline data to analyze student interaction, trends in classroom management, and success of the past school

year's interventions. Peer administrators highlighted from Day I led the focus group discussion and kept on track by sharing their own effective practices within local schools. The author organized this focus group to provide for opportunities to meet with level administrators to assist with lessons on accurate use of the SESIR, answer questions, and act as liaison for district administration.

Before breaking into the final focus group, the author provided direction on how the discipline incidents appeared to follow the administrator from school to school. Examples were cited where a former high school assistant principal with a high suspension/expulsion rate was moved for the 1997-98 school year to an alternative middle school as assistant principal. The number of out-of-school suspensions seemed to increase at the middle school and decrease at the high school. This same assistant principal was moved to an elementary school for the 1998-99 school year. An elementary principal was moved from one elementary to another and the number of suspension appeared to have moved also. When this information was shared privately with this principal during the preparation for the inservice, the administrator asked how other principals handle discipline and then proceeded to instruct the data entry secretary to change all the suspension to the "change of schedule" category on the SESIR reporting form.

As the last group was formed with individual school administrative teams to discuss the impact of new policies on discipline, attendance, attendance for credit, and student success, the teams were encouraged to take a working lunch

break and return with a plan. Administrative teams looked at current school data to make decisions on effective and ineffective practices and then planned for a proactive approach to disciple during the coming school year. Day II session closed using an overhead that listed "The Rules" (Appendix Q). Administrators agreed that while the district's top priority focuses on increasing test scores, students can't learn if they are not in school. Therefore, reducing school violence is strongly linked to increasing test scores.

Week III

The author began implementation of Week III by meeting individually with the principals of the targeted schools to discuss the need for alternatives to out-of-school suspension. A workshop was scheduled for Week IV with all faculty attending. A stipend was to be paid with Set-Aside Allocation Grant funds. The high school principal requested that the keynote speaker be scheduled to provide the motivational activities for the high school faculty. The practicum author finalized these arrangements with the speaker. The targeted elementary and high school principals both requested funding for a behavioral specialist at each school.

High school administrators met daily throughout the week to plan discipline strategies and interventions to curb the alarming trend in truancy, dropout and out-of-school suspension rate. Because three of the six high school

administrators had only been assigned two weeks before, the team needed to develop the knowledge of each other's style and defined each other's role to establish a clear working relationship. These transitions provided an even greater challenge to meet the goals of the practicum project.

The high school administrators developed a discipline referral system to use prior to initiating the district discipline referral. This team planned for students to be identified by the guidance counselors during their planning activity that would be given additional support and counseling. This team decided that in-school suspension would be the single most important intervention and decided to find a way to incorporate this into the job description of the behavioral specialist.

The high school administrators developed steps that would be shared with the faculty during Week IV to utilize conflict resolution skills and de-escalation techniques. Each member of the administrative team agreed that communication of the expectations would be the key ingredient to success.

The author met with the alternative middle school assistant principal who has just been assigned. Although this administrator was not to assume the new position until preplanning, after reviewing previous data regarding discipline and out-of-school suspension decided to incorporate the use of in-school suspension and work detail. Both administrators believed that the new assistant principal's leadership style was more congruent with the principal's own style and that the

outcome of this relationship would set a climate within the school more conducive to a safe learning environment.

After careful consideration, the targeted elementary school principal requested that the behavioral specialist be hired prior to pre-planning to allow the guidance counselor to work together to plan strategies for proactive discipline. These arrangements were made by the practicum author and the counselors from both the alternative middle school and the elementary school were invited to attend the high school counselor training session during Week IV.

Week IV

During Week IV of the implementation period, targeted high school guidance counselors planned for conflict resolution and behavior modification implementation. The guidance team began their plan by reviewing available curriculum with the assistant principal for curriculum. Their recommendation was that the behavioral specialist teach the students that they would identify.

The counselors set the criterion for at-risk students to be those 9th graders who had excessive absences (excused or unexcused) and a below 2.0 grade point average. One hundred students were identified and assigned to the behavioral specialist in a personal/social development course which they would earn a half credit per semester while being monitored for attendance and improved grade point average.

Counselors met later in the day with the administrators to discuss the selected students, discipline records, and strategies for use of guidance as a referral resource. Clarification was provided that the behavioral specialist was not an in-school suspension assignment and would be a proactive environment utilizing Short's approach that produces mental and moral involvement rather than short term compliance (Short, 1994).

Day II began with the high school faculty gathering to learn about the implementation of peer mentoring. The principal and author provided activities to help the faculty become aware of the impact that perception has on student involvement. Peer mentoring held the key strategy that could help students feel connected within the school. Faculty members provided feedback that they did believe that when students felt they were respected and had the ability to learn that more learning would take place. The faculty adopted the theme of "Reconnecting Youth" to the new approach to their high school.

Faculty member brainstormed that they could provide an atmosphere where students felt respected if they could be assigned to three to four students. Counselors provided the names of the students that had already been identified. Teachers divided into teams to brainstorm appropriate activities that they could use as mentors. Suggestions were: daily greetings, provide support, offer tutoring, notice special occasions, and, most importantly, make eye contact (also

referred to as "I" contact). Teachers agreed to be assigned two students each and then given the latitude to choose two others that met the at-risk criterion.

Week V

The author continued implementation during pre-planning week by contacting each of the administrators that had missed the District-wide Administrators Assistance inservice. The Assistant Superintendent had requested a list with an explanation of their absence since only three had pre-arranged absence due to family emergencies. The others were to view the videotaped version and receive a set of folders. Following their viewing, they were given the posttest and then discussed the correct responses with the author. Each administrator commented that this inservice was long overdue and agreed that the issue that takes up the majority of their time is the issue of discipline. These administrators agreed that discipline was the issue that they received the least direction on from the district.

The author consulted with the elementary and high school principal of the targeted schools to see that the behavioral specialist had been hired and were on board. Requested materials were provided and arrangements for a visit were made after the first week of school.

During pre-planning the author was invited to participate on the agenda for the administrators back to school meeting to address plans for use of alternatives and provide support to the new administrators. The Assistant

Superintendent added information that was distributed at the high school inservice and encouraged all administrators to be diligent in the quest for school safety. This brief appearance reinforced the use of the materials received during the DAA and validated the Superintendent's commitment to the practicum project.

The next four implementation periods paralleled the 20-day accounting periods:

Weeks VI-IX - 1st 20-days
Weeks X-XIII - 2nd 20-days
Weeks XIV-XVII - 3rd 20-days
Weeks XVIII-XXII - 4th 20-days.

Weeks VI-IX

As administrators began to use the information in the folders provided through the District-wide Administrator Assistance, the author began to notice how they would refer to the form in the "red folder" or "green folder." As a new administrator called with questions on how to handle a discipline situation, reference would be made to pull a certain colored folder from your summer inservice and then the answers would be at their fingertips. Some administrators mentioned that they had placed the folders in their school board policy notebooks behind the corresponding colored divider.

Ease of direction was the first implication provided through the use of the DAA folders. By having all the forms on the author's computer, when an administrator claimed that they did not have access to that form, the author could attach the form to an e-mail message and put it in the hands of the administrator instantly. Furthermore, when an expulsion packet came into the assistant superintendent's office lacking an essential from, the author would e-mail the required document. Within the same day, the completed form could be e-mailed by reply and placed into the file without delay.

When changes in the Tobacco Education program was required, the author sent out an amendment and advised the administrators to replace the information in the "purple" folder. As additional information was needed for clarification of

student placement in the ASAP, a memo was sent and administrators were told to place it in the "green" folder. These changes and amendments were easily adopted. Later, as administrator's requested the need for Saturday School as an alternative to suspension, the Assistant Superintendent sent a memo to be added to the "Managing Discipline" tan folder. Clarification regarding School Plus was needed as feedback questioned the use of suspension with the implementation of the new attendance policy. When a student was assigned to School Plus for non-suspendable offenses, including attendance rule violations, the student may not be suspended for failure to attend School Plus. Instead, additional discipline should be assigned. Upon failure of the student to comply with the additional discipline assigned, the student will be considered to be in defiance of authority and appropriate discipline, including suspension, may be assigned at that point.

At the end of the 1st 20-day period, the author worked together with personnel from the pupil accounting department to notify each school of their recorded incident and action reports. In addition to verification for accuracy, the administrators were reminded of the 1998-99 school goal to reduce out-of-school suspension rates. One elementary school was noted to already have 32 out-of-school suspensions, a number which exceeded the high school rate, as well as triple the amount of any other elementary school. By comparison, the targeted elementary school was noted to have had only one out-of-school suspension. The

targeted middle school was noted to be the fourth lowest among middle schools while the largest high school recorded the 2nd lowest rate among high schools. The author made a point of notifying these administrators that they were off to a great start.

Weeks X-XIII

The author met with the behavioral specialists from the two targeted schools to provide assistance and learned that the high school behavioral specialist had been directed by the assistant principal for discipline to utilize his room as an in-school suspension (Appendix R). The principal felt strongly that the in-school suspension option was the key to lowering the out-of-school suspension rate and viewed the quick fix as the most important alternative.

Following the 2nd 20-day reporting period, the author noted that an elementary school had started the 1998-99 school year with a high out-of-school suspension rate. The author handled a call from an irate grandparent to the Superintendent regarding their third grade grandchild who had just been "expelled" from this same elementary school. This call prompted a call to this elementary administrator. Because the call dealt with discipline, it was given to the assistant principal. While the grandparent had confused the term suspension with expulsion, the assistant principal had the opportunity to see how seriously parents of elementary-aged students view suspension. The assistant principal

explained that the elementary level was a new experience, however, the question was raised-how did this school compare to other elementary schools?

Because the administrator was immediately defensive, the author encouraged meeting with peer administrators to share age appropriate options to out-of-school suspension. The author provided this administrator with requested materials regarding options to out-of-school suspension.

Weeks XIV-XVII

During the third 20-day reporting period the author met with a group of secondary school deans. Opportunities for discussion revolved around availability of necessary materials for handling discipline and any problems noted with reporting discipline. Several commented on how they appreciated the colored folder system and that it provided easy access to needed discipline information. The deans commented on the lack of support from within their setting from upper-level administrators to provide assistance in completing tasks related to discipline. This information was shared with the Assistant Superintendent who made a call to a few principals. The Assistant Superintendent told the principals that they must provide support to their own new administrators.

One middle school was noted as having a higher out-of-school suspension rate than the 1997-98 school year. The author contacted the newly assigned

principal and noted the increase. The principal noted the need for developing a new atmosphere at this school after several years of weak administrators, student lack of respect, and low teacher morale.

Weeks XVIII-XXII

During the final 20-day period of this author's implementation period, contact was made with the behavioral specialists. The high school behavioral specialist had developed a curriculum utilizing several materials and was assisting the 100 targeted at-risk ninth graders who were assigned for one period each day. This faculty member's attitude toward the project had changed considerably, due to the relationships formed with the regular attendance to the class and personal observation as the students became involved and successful high school students. All of these students had been targeted to fail or dropout during the 1998-99 school year and according to the behavioral specialist all were currently on target in both attendance and grade point average.

The elementary school behavioral specialist had noted that much of the work involved teaching behaviors to both the student and the teacher. The main concern voiced seemed to be impacting real change in behavior and seeing the student as a whole child whose behavior is only partially shaped by the educational environment.

One elementary school did have a recorded expulsion but when the author contacted the administrator, the action was recorded in error. The process of checking these reports each 20-days for accuracy had been proven to serve as a valuable practice.

The final week of the implementation period was spent preparing final summary reports to evaluate the results of the project. The author met with the Assistant Superintendent to discuss the objectives and ask for feedback. Each of the three targeted schools was contacted for their preliminary feedback. Both the targeted elementary and alternative middle school expected to be far below the number of out-of-school suspensions recorded during 1997-98. However, the targeted high school expected to be just slightly below the number of out-of-school suspensions recorded during 1997-98. In general, the implementation period allowed for adequate time to motivate administrators to initiate the desired changes in the practicum district.

CHAPTER IV

Results

The degree of success met in attaining the first outcome objective was demonstrated through a comparison of the final summary of the 1998-99 discipline action data with the 1997-98 discipline action data. Through the District-wide Administrator Assistance (DAA) focus on the SESIR recording for the "out-of-school suspension" discipline action rate in the target district was compared in the fall semester to equal the state median of: Elementary - 1.1% (Table 4), Middle - 15.4% (Table 5), and High - 13.0% (Table 6). This objective was measured by pulling the discipline action reports for each of the 35 schools following the fall, 1998 semester and comparing them to the state median Performance Status reports (Tables 4-6).

In meeting this goal: 11 of 18 of the elementary schools did decrease their aggregate discipline rate by 1.5% or more; 10 out of 10 middle schools did decrease their aggregate discipline rate by 8.1% or more; 5 out of 6 high schools did decrease their aggregate discipline rate by 9.7% or more. Discipline data was collected through the practicum district Management Information System (MIS) Department on 20-day reporting periods to compare to the 1995-96 data and the data pulled for the 7/17/97-12/19/97 with the 7/18/98-12/17/98 period. The comparison of Discipline Incident & Action Data was formatted as seen in

Appendix G for the 1997-98 Discipline Data. The 1998-99 Discipline Data summary shows anticipated outcomes in several areas (Appendix S).

The author measured the effectiveness and summarized these findings in Appendix T in order to present a detailed breakdown of the results. At the elementary level, an overall 60% improvement and a 4% decrease was averaged. The practicum author noted that the most significant decreases were at school where the 1998-99 administrators were the same as 1997-98, that is, the administrators had not been moved. Significant increases were noted in elementary schools "G and H", as documented by the author, December 1998 (Appendix T). The Assistant Principal at elementary school "G", whose background was secondary, did not agree with the severity that suspension is viewed by elementary parents until after the 3rd 20-day accounting period, as cited by the author in the practicum method. Following this revelation, the elementary Assistant Principal agreed to seek alternatives for out-of school suspension through advice from other elementary administrators.

The administrator at the elementary school "H" had previously been assigned to the alternative middle school which held the highest out-of-school suspension rate for the 1997-98 school year. The summary (Appendix T) indicates that the previous, 1997-98 administrator, leadership was significantly different utilizing an approach for which out-of-school was not an option. In 1997-98, the previous administrator had no out-of school suspensions. Because

the author conferred with the administrator during the summer regarding the alternatives available at the elementary level, the administrator did utilize work details and referral to guidance, as documented in the 1998-99 1st semester incident summary (Appendix S).

At the middle school level, an overall 60% improvement and a 24% decrease was averaged as documented in the Appendix T. These outcomes significantly exceeded the anticipated results for the practicum project. While a decrease of 8.1% was needed, all of the 10 middle schools decreased their out-of-school suspension rate by 18% or more as documented by the author in the 1st semester 1998-99 out-of-school suspension summary (Appendix T). The middle school "A" indicated the least improvement and according to due to the newly assigned principal, the school was long overdue for housecleaning. This administrator had previously been assigned as a middle school principal and was well-known for the use of alternatives within that school.

At the high school level, an overall 60% improvement and a 19% decrease was averaged as documented in the Appendix T. The outcome objective set by the practicum author of decreasing the out-of-school suspension rate by 9.7% in 6 of the 6 high schools was not fully met, according to the summary in Appendix T. High school "E" was the only high school that did not meet the 9.7% decrease. When the practicum author conferred with the assistant principal, dean, and school resource officer during the 3rd 20-day reporting period, this administrative

team had just received the news that they had the highest test scores and the greatest increase in the FCAT. This news, according to the assistant principal, confirmed that a safe school environment insured a higher degree of academic learning and positively served the students who opted to comply with strict discipline standards.

The other five high schools each recorded a decrease of 15-36% far exceeding the outcome designed for the objective (Appendix T). The largest high during the 1997-98 school year had been surpassed during the 1998-99 during the 1st 20-day accounting period by high school "D." The percent of students being suspended at high school "D" is noted to be 6% for the 1998-99 school year.

The degree of success measured in the objective of measuring a decrease in the use of out-of-school suspension in three targeted was measured by comparing the 1st semester 1997-98 summary with the 1st semester 1998-99 summary (Table 7). The targeted schools, chosen in the 1997-98 school year were: the smallest elementary (Elementary J), the alternative middle (Middle D), and the largest high school (High B) as documented in Appendix T.

Table 7. Comparison of Out-of-School Suspension Rate.

School	1st Semester 97-98 Suspensions		2nd Semester 98-99 Suspensions		% Improvement
	#	%	#	%	%
Elementary J	46	39%	25	7%	82%
Middle D	185	121%	90	30%	75%
High B	380	52%	295	16%	70%

While each of the three targeted schools utilized strategies of planning, peer mentoring, and behavioral interventions, the high school administrators felt that the most important strategy was the pre-planning for their administrative team. This intervention was new to this high school team and these administrators felt that the week of planning provided through Set-Aside funding was significant in changing the outcomes measured by this author.

This objective utilized Principal Competency #5, Information Search and Analysis, from the initial SESIR data collection in 1997-98 to the final 1998-99 SESIR data collection. By sharing the incident & action summaries (Appendix S) with the targeted principals, participation in summer inservice and training, peer and faculty mentoring, allocation of behavioral specialists, and focus on attendance/truancy issues the targeted schools far exceeded the anticipated outcomes.

The degree of success met in achieving practicum objectives was measured by several methods. The success level in meeting the objective of increasing the common base of knowledge in the area of the SESIR was measured initially by administering the pretest at the District-wide Administrator Assistance on June 2, 1998. The outcome objective was to increase the knowledge base of 45 administrators by 50% their posttest results. The results (Appendix U) indicated that 65 of the administrators increased their knowledge base by 50%.

Of the 65 administrators, the average increase was 69% (as documented by the author, December 1998). The average pretest score was 58 while the average posttest score was 99.

These scores far exceeded the expected outcome, especially when it is noted that 14 of the 16 administrators that did not increase their knowledge base by 50%, did score a 100 on the posttest. This outcome may indicate that these 14 administrators already had a strong knowledge base. The administrators from the three targeted schools had an average increase of 78% on the posttest.

The author measured the objectives by subtracting each administrator's pretest score from their posttest score and then dividing that difference by the pretest. Both the Pre and Posttest (Appendix P) were during the administrator inservice with an explanation of the nature of the learning experience. Typically, pre/post test are done in a group effort so the outcome is not always a true picture of what the individuals involved in the inservice experience knew before or learned during the inservice. The pre/post test had 25 questions which related to the definitions and coding practice for discipline incident data by the administrators.

The author was particularly interested in the definitions given in Questions 10 & 11. These definitions offered considerable insight in explaining the broad inconsistencies within the district. "Battery" was defined as: a serious disruption resulting in suspension, harming another student, physical contact, hitting or

touching, hitting with intent to do harm, striking, unwanted touching, hit/hurt, force on another, and threatening conversation. "Disorderly conduct" was defined as: interfering with school functions, harm other people, anything disruptive, refusing to comply with rules, suspendable offense, upset, unruly behavior, violation of school rules, defiance of authority/disrespect, conduct that violates codes, behavior contrary to acceptable standards. Many of these definitions contain value statements which allow latitude for personal bias.

The definitions cited in the posttest for "battery" were almost verbatim citing "bodily harm involving law enforcement" (documented by the author, December 1998). The most frequently missed question was number 12 which dealt with the "other school defined incidents." The author did not make it clear enough to the administrators that the past practice of hiding many of the incidents that would be defined as inappropriate within these incident codes would not be permitted.

The administrators commented that this workshop was highly effective especially since peers that were highly respected shared their practices. Several administrators commented to the Assistant Superintendent that this inservice was long overdue and extremely well-organized. Additional comments stated that information regarding the district's expectations for discipline was needed, especially since so much time is spent on this issue.

The degree of success attained in meeting this objective focused on successfully Managing Interaction, Principal Competency #8. The author was able to organize the District-wide Administrators Assistance inservice by selecting 14 administrators and meeting individually to assist in preparation of materials. Each of the administrators presented interventions, strategies, and alternatives utilized at their school site to implement the accurate reporting of the SESIR. These presentations moved succinctly throughout the three and one-half hour session. When a presenter went beyond the allotted time, other presenters shortened their presentation to stay within the time frame. By utilizing peer administrators, fellow administrators received the information in a much more open forum.

CHAPTER V

Recommendations

There are several future applications for the information gleaned from this practicum. The district administrators could benefit from choosing administrators for the different school levels based on their philosophy and background or provide training opportunities prior to placing the administrator at a new assignment. The author recommends allowing the principal the opportunity to choose the administrative team would encourage the team concept with shared responsibility and common philosophy of educational practices.

While proactive approaches provide the best outcome, the district could benefit by providing opportunities for administrative teams to plan prior to teachers and students returning. The author recommends that the practicum district budget for several days during the summer for each administrative team to write action plans and develop approaches to a safe and orderly learning environment. Furthermore, as seen in this practicum, any time spent proactively would benefit the academic environment. Through training practices and understanding the influences of leadership style and teacher classroom management strategies, administrators will be better equipped to frame plans for dealing with student discipline.

The author recommends that the concept of district inservice which is routinely provided for instructional and clerical staff would be beneficial to continue for the administrative staff. Summer training opportunities should be announced well before the end of the school year so that administrators can plan to participate. Since only principals work year-round, assuming that summer is unscheduled for the other administrators results in hardships for their participation. The author recommends advanced planning and notification.

The author recommends that the district administrators look at the results of the information gleaned from this project as a piece of a larger picture. Many of the symptoms that the district faces related to high truancy, dropout, retention, failure, and suspension rates can be viewed in conjunction with the school climate and the leadership provided. The research utilized and the findings that resulted may suggest that organizational factors play an important role in creating an atmosphere more likely to promote good behavior among students. Communication with school administrators regarding district expectations prior to each school year would allow administrators the opportunity to plan accordingly. While the district promotes school based management, the area of reporting does require a common knowledge base to promote consistency in reporting.

The author recommends that the district allow for opportunities during monthly principal meetings for schools with "best or promising practices" to be highlighted and share these practices. While it is not uncommon for a school

from this district with a great program to be featured at a state convention, other administrators within the district may not even be aware of the program or the accomplishment. This recommendation would provide for additional respect among the peers within the district.

The information in this practicum could also be useful in encouraging the district to fund additional allocations for the positions of behavioral specialist, especially in schools with high incidents of fighting, inappropriate behavior and disorderly conduct. The author, along with the elementary behavioral specialist, felt that the key focus for the second semester would be parental involvement and teaching to expected school behaviors to the parent/guardian. Future emphasis on parental involvement and parent contact could prove to provide the need intervention strategy, particularly at the elementary level. While proactive and prevention strategies are the most effective, outcome measures are long term and are not observable until years later when the students have transitioned into high school.

Throughout the implementation period, the author gave considerable attention to the incidents accounted for in the SESIR 20-day reports. A new inaccuracy was discovered and brought to the attention of the Assistant Superintendent regarding recording bus infractions. While administrators voice concerns over bus safety, the number of bus incidents appears to be insignificant. The author was able to pull incident code #06 and find the variation from as few

as seven incidents at one elementary school to as many as 228 bus infractions at another. The author recommends that an inservice be provided for the administrators to promote consistent reporting so that all incidents on the bus are recorded under the bus and the action taken be recorded as #08 suspension-bus.

Continuing the quest for a safe school environment, the author would encourage the Assistant Superintendent to utilize the inservice method to strive for consistency in reporting. In general, the author believes that the practices implemented in the practicum will be continued by each of the district's ninety administrators. Through increased awareness and common knowledge base, these administrators will insure not only more consistent reporting but also more alternatives to provide for safer school atmospheres.

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Appendixes

Appendix A

State Environmental Safety Incident Report/1995-96

State Environmental Safety Incident Report/ 1995-96

School	Battery	Fighting	Disorderly Conduct	Threats/ Intimidation	Weapons
Elementary A	0	30	19	5	1
Middle A	3	109	202	7	3
Elementary B	0	24	15	1	4
Middle B	19	48	102	17	3
Elementary C	2	43	55	0	2
Elementary D	3	3	13	0	1
Elementary E	17	64	55	14	3
High School A	6	35	243	9	10
Middle C	10	66	923	40	3
Elementary F	0	28	46	1	4
Elementary G	2	11	0	1	0
Middle D	10	48	53	1	4
ESE School	5	0	3	0	0
Education Center	0	9	13	2	0
High B	20	95	775	40	10
Elementary H	0	14	13	0	0
Elementary I	0	13	38	1	0
High C	9	21	100	9	3
Middle D	3	30	28	12	3
North Education Center	7	46	296	10	3
Middle F	9	135	26	16	0
Elementary J	0	48	1	7	0
Elementary K	3	14	0	1	3
Elementary L	0	0	0	0	0
Elementary M	12	78	18	4	0
South Education Center	19	62	28	2	0
High D	28	42	426	7	0
Elementary N	124	34	105	0	1
Elementary O	0	0	22	2	0
High E	10	20	376	4	0
Middle G	4	76	162	9	0
Elementary P	1	27	10	0	1
Elementary Q	1	28	24	1	0
Elementary R	0	2	1	0	0
High S	4	22	90	12	9
Middle T	26	65	24	19	5
Vo-Tech	2	0	0	0	0
TOTALS	359	1,390	4,305	306	102

Appendix B

Discipline Incident Codes

DISCIPLINE -- INCIDENT CODES

CODE:		INCIDENT
01		**ALCOHOL** -- possession, use, sale
02		**ARSON** -- setting a fire on/in school property
03		**BATTERY** -- physical attack, harm
04		**BOMB THREAT**
05		**BREAKING/ENTERING/BURGLARY** -- school building, vehicle on campus
06	*	**BUS INFRACTION**
07	*	**CAFETERIA INFRACTION**
08	*	**CHEATING**
09	*	**DISORDERLY CONDUCT** -- serious (substantial) class or campus disruption, disrespectful, disobedient, insubordinate
10		**DRUGS - EXCLUDING ALCOHOL** -- illegal drug possession, sale, use/under the influence
11		**FIGHTING** -- mutual altercation
12		**HOMICIDE** -- killed on campus
13		**INAPPROPRIATE** -- behavior, clothing, materials, gum chewing, throwing, traffic violations, running, tripping, pushing
14		**KIDNAPPING** -- abduction
15		**LARCENY/THEFT** -- personal or school property, or from vehicle on school property
16		**MOTOR VEHICLE THEFT** -- including attempted
17		**ROBBERY** -- using force
18		**SEXUAL BATTERY** -- includes attempted, rape (Refer to Page 16)
19		**SEXUAL HARASSMENT** -- leering, pinching, grabbing, suggestive comments or jokes; unwanted, repeated, verbal or physical sexual behavior which is offensive and objectional to the recipient (Refer to Page 17)
20		**SEX OFFENSES** -- lewd behavior, indecent exposure, unlawful sexual intercourse, obscenity (Refer to Page 17)
21	*	**TARDINESS**
22		**THREAT/INTIMIDATION** -- physical or verbal threat or intimidation
23		**TOBACCO** -- possession, use, sale
24		**TRESPASSING** -- school property or school function
25	*	**TRUANCY** -- all or part of the school day
26		**VANDALISM** -- destruction of school property; public or private property
27		**WEAPONS POSSESSION** -- includes firearms and other weapons (Refer to Page 19)
28	*	**UNCLASSIFIED OFFENSES/OTHER** -- forgery, extortion, possession of an electronic beeper
29	*	**SCHOOL DEFINED 1**

(*) Not Reported to Department of Education

Reference Manual: School Environmental Safety Incident and Student Discipline/Referral Action Reports -- August 1996

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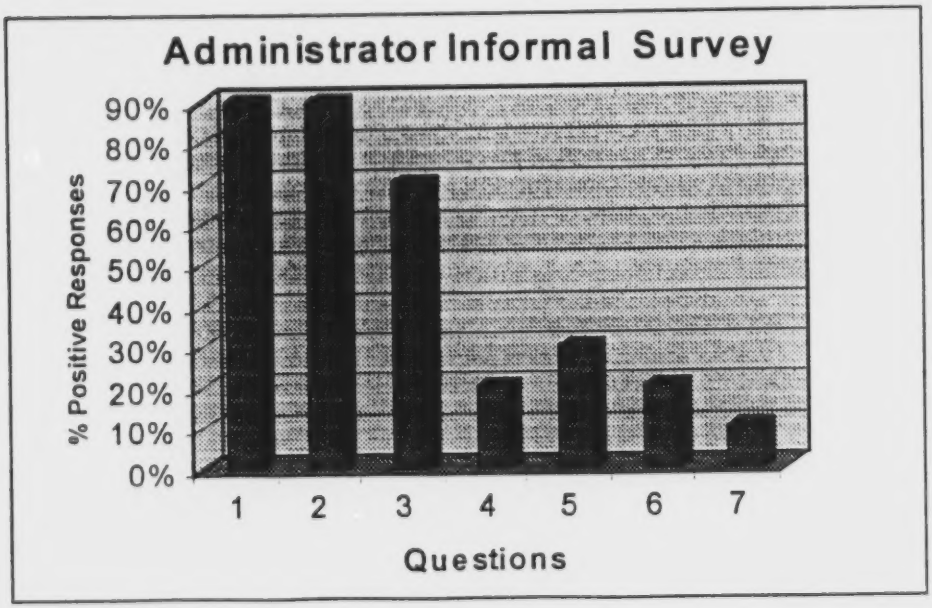
Appendix C

Administrator Informal Survey

Administrator Informal Survey

1.	As an administrator, I am frustrated by student behavior.	90%
2.	I believe that students who are repeatedly removed from class through suspension fall behind academically.	90%
3.	I believe that my school handles discipline differently than other schools of the same level in my district.	70%
4.	I believe that my interpretation of the SESIR incident codes is the same as every other school in the district.	20%
5.	I feel that the actions available for consequences of discipline referrals adequately inhibit student misconduct.	30%
6.	Information distributed at district principal meetings is immediately shared with other administrator's at my school.	20%
7.	I have received adequate inservice on new district policies and definitions used for incident reporting in the SESIR.	10%



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Appendix D

Discipline - Action Taken Codes

DISCIPLINE -- ACTION TAKEN CODES

CODE:		ACTION TAKEN
(C)	01	Corporal Punishment
(I)	02	Suspension - in school
(I)	03	Dropout Prevention - in school suspension
(O)	04	Suspension - out of school
(E)	05	Expulsion - See #21
(J)	06	Court or Juvenile referral
	07	Assignment Change - class, seat, bus, schedule, cafeteria, alternative program
	08	Work Detail - yard, cafeteria, community service
	09	Detention
	10	Parent/Guardian Contacted - telephone, conference, letter
	11	Suspension - bus
	12	Zoning Waiver Revoked
	13	Saturday School
	14	Behavior Modification - in office, time out, contract, written work
	15	Warning/Reprimand - verbal, written
	16	Referral to Guidance for counseling
	17	Loss of Privileges
	18	Restitution
	19	Referral to Community Agency
	20	Reported to Police (added 10/29/93)
(A)	21	Alternative Placement - See #5
(I)	22	OPTS-LHS (Options to Suspension - Leesburg High School) added 01/12/95
	23	Other

1st Revision - 06/17/93
2nd Revision - 10/29/93
3rd Revision - 08/01/94
4th Revision - 01/12/95
5th Revision - 07/03/95
6th Revision - 08/01/96

Codes A,C,I,O,E, and J are reported to DOE

Appendix E

Administrative Discipline Needs Assessment

ADMINISTRATIVE DISCIPLINE NEEDS ASSESSMENT

In order to eliminate problems with discipline reporting, please complete the following questionnaire. Your response will help us to adequately assess the support available to work with student discipline. Return to Jerry Cox, Assistant Superintendent at the County Office. Circle the appropriate response:

Never	Rarely	Sometimes	Frequently	Almost Always	Always
0	1	2	3	4	5
0%	1%-24%	25%-49%	50%-74%	75%-99%	100%

1. The discipline incident codes provided for state reporting are clearly defined.	0 1 2 3 4 5
2. The district provides clear definitions and procedures for placement alternatives through mandatory summer inservice for all administrators.	0 1 2 3 4 5
3. My school's administrative team agrees philosophically on the use of out of school suspension.	0 1 2 3 4 5
4. I see a direct relationship between multiple discipline incidents and the dropout rate.	0 1 2 3 4 5
5. I feel that in-school suspension would provide adequate action for the majority of school discipline incidents.	0 1 2 3 4 5
6. I believe that out of school suspension should be used only for violent offenses.	0 1 2 3 4 5
7. Parent contact is mandatory, at our school, before out of school suspension is given.	0 1 2 3 4 5
8. I assign Saturday school or detention for tardiness, skipping, and truancy.	0 1 2 3 4 5
9. Students who don't appear for detention or Saturday school should be suspended out of school.	0 1 2 3 4 5
10. I feel that students who do not follow school rules should be suspended out of school.	0 1 2 3 4 5
11. My definition of violent incidents includes repeated disorderly conduct, weapon possession, battery, possession & distribution of illegal substances.	0 1 2 3 4 5
12. My school has an ample variety of discipline action options.	0 1 2 3 4 5
13. I do not use natural consequences for students, such as restitution and work detail, because they take more resources than are available to my school.	0 1 2 3 4 5
14. Students who are not interested in school should be provided alternatives within their school to help them find success with academics.	0 1 2 3 4 5
15. ESE students should receive equal discipline when the incident is not a direct result of their exceptionality.	0 1 2 3 4 5
16. Police involvement can serve as the consequence for a discipline action.	0 1 2 3 4 5
17. Due to legislative changes in truancy, schools will need to make changes in the action for most school discipline.	0 1 2 3 4 5
18. Any drug violation, including first time marijuana possession/under the influence, should result in alternative disciplinary placement.	0 1 2 3 4 5
19. Information, regarding district policies, procedures, and administrative expectations, is shared in a timely and appropriate manner.	0 1 2 3 4 5

I am an administrator at the following level: (Circle One)

A) Elementary School Middle School High School

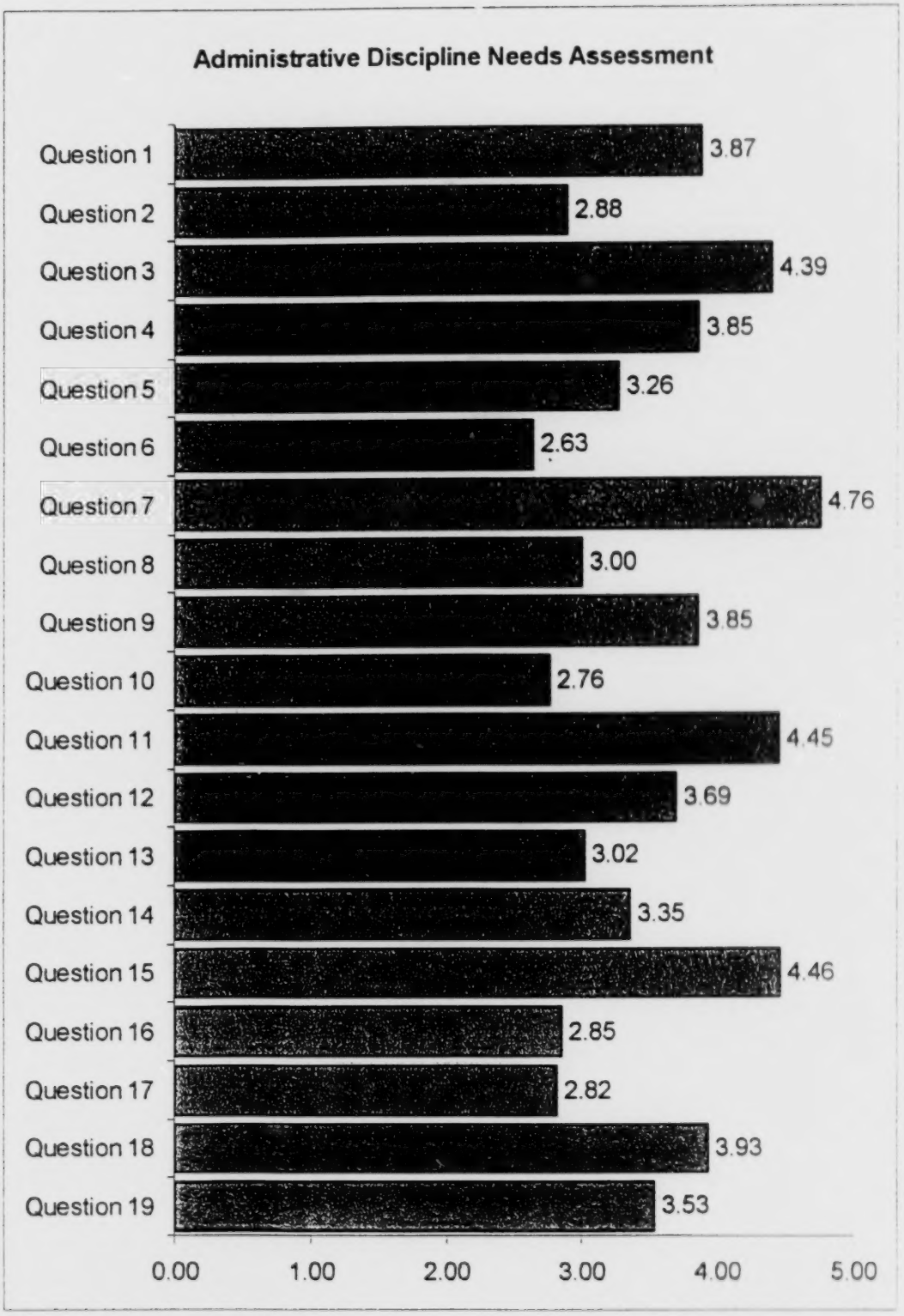
B) Principal Assistant Principal Dean

Appendix F

Administrative Discipline Needs Assessment

Results

Administrative Discipline Needs Assessment Survey Results – April, 1998		
1	The discipline incident codes provided for state reporting are clearly defined.	3.87
2	The district should provide clear definitions and procedures for placement alternatives through mandatory summer inservice for all administrators.	2.88
3	My school's administrative team agrees philosophically on the use of out of school suspension.	4.39
4	I see a direct relationship between multiple discipline incidents and the dropout rate.	3.85
5	I feel that in-school suspension would provide adequate action for the majority of school discipline incidents.	3.26
6	I believe that out of school suspension should be used only for violent offenses.	2.63
7	Parent contact is mandatory, at our school, before out of school suspension is given.	4.76
8	I assign Saturday school or detention for tardiness, skipping, and truancy.	3.00
9	Students who don't appear for detention or Saturday school should be suspended out of school.	3.85
10	I feel that students who do not follow school rules should be suspended out of school.	2.76
11	My definition of violent incidents includes repeated disorderly conduct, weapon possession, battery, possession & distribution of illegal substances.	4.45
12	My school has an ample variety of discipline action options.	3.69
13	Natural consequences for students, such as restitution and work detail, take more resources than are available to my school.	3.02
14	Students who are not interested in school should be provided alternatives within their school to help them find success with academics.	3.35
15	ESE students should receive equal discipline when the incident is not a direct result of their exceptionality.	4.46
16	Police involvement can serve as the consequence for a discipline action.	2.85
17	Due to legislative changes in truancy, schools will need to make changes in the action for most school discipline.	2.82
18	Any drug violation, including first time marijuana possession/under the influence, should result in alternative disciplinary placement.	3.93
19	Information, regarding district policies, procedures, and administrative expectations, is shared in a timely and appropriate manner.	3.53



Administrative Discipline Needs Assessment Survey Results

Appendix G

1997-98 Discipline Incident & Action Data

COUNTY SCHOOLS
1997-98 STUDENT DISCIPLINE - ACTION CODES

High Schools 1st Semester Action Summary

School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School
High A	126	1	284		475
Adlult Center	17	17	16		
High B	380	0	246	540	1281
High C	146	2	28	41	569
High D	136	0	0	465	274
High E	328		290	1054	527
High F	141	11	48	91	339
Total	**1148**	**30**	**628**	**2191**	**2990**

School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School
High A	126	1	284		475
Adlult Center	17	17	16		
High B	380	0	246	540	1281
High C	146	2	28	41	569
High D	136	0	0	465	274
High E	328		290	1054	527
High F	141	11	48	91	339
Total	**1148**	**30**	**628**	**2191**	**2990**

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Action Codes
1st Semester 1997-98

School	*01 Corporal Punishment	*02 Suspension - In School	*03 Dropout Prevention - In School Suspension	*04 Out-of-School Suspension	*05 Expulsion - See #21 Alternative Placement	*06 Court or Juvenile Referral	07 Assignment Change	08 Work Detail	09 Detention	10 Parent/ Guardian Contacted	11 Suspension - Bus	12 Zoning Waiver Revoked	13 Saturday School	14 Behavior Modification	15 Warning/ Reprimand
High A		1		126	1			259		735	24		455	1	967
Adlult Center				17				1		11	3		15	14	19
High B				380			17	17	537	646	1		1199	14	138
High C				146			3	24	39	686	4		532	9	83
High D				136					438	4	16		256	27	36
High E				328			1	4	1054	314	5		527	9	327
High F		10		136		2		38	84	79	40		316	15	25

School	16 Referral to Guidance	17 Loss of Privileges	18 Restitution	19 Referral to Community Agency	20 Reported to Police	21 Alternative Placement - See #5 Expulsion	22 OPTS-LHS Optional Suspension	23 Other	Total
High A	4				1	1			2575
Adlult Center	1							4	85
High B	9	4	2			7	25	36	3037
High C	9	27		1	1	1		6	1572
High D	15	9	1	3				5	946
High E		1	3		1	23			2604
High F	6	41	6						799

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Middle Schools

School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School	
Middle A	176	212	6	54	152	
Middle B	88	148	0	60	0	
Middle C	100	0	458	0	0	
Alternative Middle	185	417	0	101	12	
Middle D	146	95	0	10	64	
Middle E	80	242	0	2	141	
Middle F	134	48	0	185	187	
Middle G	109	0	0	179	114	
Middle H	159	82	0	61	158	
Total	**1177**	**1244**	**464**	**652**	**828**	

Action Codes
1st Semester 1997-98

School	*01 Corporal Punishment	*02 Suspension - In School	*03 Dropout Prevention - In School Suspension	*04 Out-of-School Suspension	*05 Expulsion - See #21 Alternative Placement	*06 Court or Juvenile Referral	07 Assignment Change	08 Work Detail	09 Detention	10 Parent/ Guardian Contacted	11 Suspension - Bus	12 Zoning Waiver Revoked	13 Saturday School	14 Behavior Modification	15 Warning/ Reprimand
Middle A		186	7	176			5	6	52	287	46		133	28	145
Middle B		148		88		2	2	4	59	157	11		186	14	65
Middle C				100			1	458	57	15	39		256	18	216
rnative Middle		417	3	185			10	27	93	344	131			56	177
Middle D		86	9	134				101	9	20	31		58	125	129
Middle E	16	242		80	1			34	2	156	20		134	35	62
Middle F		48		134				7	180	27	43		177	1	85
Middle G				109					168		98		105	13	151
Middle H		67	10	140	2		1		59	6	128		146	11	107
Total															

School	16 Referral to Guidance	17 Loss of Privileges	18 Restitution	19 Referral to Community Agency	20 Reported to Police	21 Alternative Placement - See #5 Expulsion	22 OPTS-LHS Optional Suspension	23 Other	Total
Middle A	2							24	1103
Middle B	8	5	4					18	771
Middle C	4		1		1			2	1193
rnative Middle		2	5			7		9	1476
Middle D	5	1						8	716
Middle E	69	1	5	12	4	8		5	888
Middle F	12	8	2		2	1		13	742
Middle G	16		1					3	665
Middle H	9	7	1			2		10	704
Total									

Elementary Schools						
School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School	
Elementary A	105	273	0	0	0	
Elementary B	4	6	0	0	0	
Elementary CR	3	4	0	0	0	
Elementary C	29	0	0	0	29	
Elementary D	16	3	0	0	0	
Elementary E	18	0	0	0	0	
Elementary F	1	3	0	30	19	
Elementary G	24	21	0	55	0	
Elementary H	0	0	0	0	6	
Elementary I	9	6	0	0	0	
Elementary J	46	1	0	0	0	
Elementary K	6	0	0	0	0	
Elementary L	10	0	0	15	21	
Elementary M	33	0	5	86	3	
Elementary N	7	3	0	89	94	
Elementary O	8	0	0	0	0	
Elementary P	10	8	0	0	17	
Elementary Q	43	1	0	0	6	
Elementary R	3	0	0	0	0	
TOTAL	375	329	5	275	195	

Discipline Action Codes 1st Semester 1997-98

School	*01 Corporal Punishment	*02 Suspension - In School	*03 Dropout Prevention - In School Suspension	*04 Out-of-School Suspension	*05 Expulsion - See #21 Alternative Placement	*06 Court or Juvenile Referral	07 Assignment Change	08 Work Detail	09 Detention	10 Parent/Guardian Contacted	11 Suspension - Bus
Elementary A		95		96			137		64	282	35
Elementary B		6		4				1		73	1
Elementary CR	7	4		3			2	2		4	6
Elementary C			29							1	2
Elementary D	1			11					3	5	1
Elementary E		3		18						67	5
Elementary F	4	2		1			1	1	30	91	21
Elementary G		21		24					45	26	18
Elementary H										26	1
Elementary I		3		6			1			6	3
Elementary J	13	1		46				1		57	43
Elementary K	2			6						19	
Elementary L				10				2	14	41	49
Elementary M	5	6		33					74	5	66
Elementary N		2		7			1	1	80	55	55
Elementary O				8					1	28	9
Elementary P		7		8						80	43
Elementary Q		1		43						129	40
Elementary R				3				1		56	14
TOTAL											

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School	12 Zoning Waiver Revoked	13 Saturday School	14 Behavior Modification	15 Warning/ Reprimand	16 Referral to Guidance	17 Loss of Privileges	18 Restitution	19 Referral to Community Agency	20 Reported to Police	21 Alternative Placement - See #5 Expulsion	22 OPTS-LHS Optional Suspension	23 Other	Total
Elementary A			7	64	11	13	2	1	1			2	810
Elementary B			4	52		3						50	197
Elementary CR				3		1							34
Elementary C		25		3									60
Elementary D	1			7			3						32
Elementary E			19	184		12							320
Elementary F		16	41	14	1	4		4				2	234
Elementary G			6	81	1	21							243
Elementary H		1	15	63	2	1							113
Elementary I				30		58		1		1			109
Elementary J		-	12	56				1				1	231
Elementary K				6								1	34
Elementary L		21	36	113	1	2		1					290
Elementary M		32	7	224	1	7							462
Elementary N		87	38	364	12	6	1					10	718
Elementary O				29	3	1		1					80
Elementary P		11	45	103	4	22							325
Elementary Q			39	48	2	1		3	1				307
Elementary R				64		1						9	148
TOTAL													

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Appendix H

District-wide Administrator Assistance:

Agenda - Day I & II

District-wide Administrator Assistance

Ken Bragg Safety Complex – Room 302

June 2, 1998

8:30 a.m.-12:00 p.m.

Pre-Test

8:30 Victory Over Violence / Reframing School Violence
School Safety Issues – Volunteer Screening
Student Code of Conduct Revision
"The Bed Was On Fire When I Got Into It"

9:15 Florida Statues & Policy Enforcement
Truancy/Habitual Truancy
Faculty Mentoring
Administrative Leadership
Alternative Resources to Suspension Behavior Contracts

10:15 Refreshments

10:30 Discipline Interventions for ESE
Managing Discipline Referrals
Expulsion Procedures
Administrative Placement Due to Felony Charges
Alternative Disciplinary Program

11:30 Tobacco Education Program (TEP/formerly TATS)
Adolescent Substance Abuse Program (ASAP)

11:45 Teen Court

12:00 Wrap-up/Post-Test

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District-wide Administrative Assistance

June 3, 1998

8:00-9:00	" Today's Challenges"	
9:00-10:00	Leadership Style & School Climate	
	Principals	Conference Room
	Assistant Principals	Media Center
	Deans	Room 204
10:00-11:00	Age Appropriate Alternatives	
	High School	Conference Room
	Middle	Media Center
	Elementary	Room 204
11:15 –1:00	School Administrative Teams	Working Lunch
1:00 – 2:00	Conflict Resolution for Staff & Students	
2:00 – 4:00	Deescalation Technique	
	Non-Violent Crisis Intervention	

Alternative Action Plans

Appendix I

District-wide Administrator Assistance:

Attendance /Truancy

School
Truancy/Student Support Team Meeting

Student_____ School_____
Date of Birth_____ Grade_____ Date of Meeting_____
Parent/Guardian_____ Phone (home)_____
Address_____ Phone (work)_____

Communication with Parents:
Date_____
Comments_____

_____

Signature of School Designee_____

Cumulative Folder Information

ESE Yes_____ No_____ Program_____

Section 504 Yes_____ No_____ Handicapping Condition_____

Psychological Evaluation Yes_____ No_____

Social – Developmental History Yes_____ No_____

Other evaluations_____

Issues contributing to non-attendance
1._____
2._____
3._____

Recommendations to improve attendance / Person Responsible
1._____
2._____
3._____

Persons in Attendance

_____Principal
_____Teacher
_____Parent
_____Other

_____Counselor
_____School Social Worker
_____Student
_____Other

STUDENT ATTENDANCE FILE: JE

TITLE: Student Attendance

POLICY:

A student who is absent without the principal's approval shall have his/her parent(s) or legal guardian report such absences to the school center in the manner prescribed by the Code of Student Conduct.

(1) The Code of Student Conduct shall prescribe attendance requirements including, but not limited to, provisions for excused and unexcused absences, and opportunities to make up work assignments. ~~, and reporting absences~~ A student between the ages of 6 and 18 who is absent from school without having an excused absence, with or without the knowledge and/or consent of the parent and/or legal guardian, will be considered *truant*. A student between the ages of 6 and 18 who has fifteen (15) unexcused absences within ninety (90) calendar days with or without the knowledge or consent of the student's parent or legal guardian, will be considered a *habitual truant*.

(2) Students shall be excused from any examination, study, or work assignments for observance of a religious holiday or because the tenets of his/her religion forbid secular activity at such time. The school principal shall implement this provision on an individual basis pursuant to Section 232.0225, Florida Statues, and State Board of Education Rule 6A-1.09514.

(3) No adverse or prejudicial effects shall result to any student who avails himself/herself of the provisions of this Rule.

STATUTORY AUTHORITY: Section 230.22(2), Florida Statutes

LAWS IMPLEMENTED: Sections 230.0225; 232.09; ~~232.19~~, and 232.19(3)(a)&(b), Florida Statutes

STATE BOARD OF EDUCATION RULE: 6A-1.09514

.....

TITLE: Recording Student Attendance

POLICY:

Recording of student attendance for the purpose of administering the full-time equivalent program and other state programs shall be pursuant to State Board of Education Rule 6A-1.044. The principal shall be responsible for the administration of all Florida Statutes, State Board of Education Rules, and School Board Rules pertaining to student attendance. The principal shall

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(5) Any course credit program to be offered in the period beyond the one hundred eighty (180) school days shall require a minimum of one hundred twenty (120) hours of instruction for a full credit.

STATUTORY AUTHORITY: Section 230.22(2), Florida Statutes

LAWS IMPLEMENTED: Sections 232.0225; 232.09; 232.2462, Florida Statutes

STATE BOARD OF EDUCATION RULE: 6A-6.020

.....

COMPULSORY ATTENDANCE AGES FILE: JEA

TITLE: Compulsory Attendance

POLICY:

All children who have attained the age of six (6) years by February 1 of any school year or who are older than six (6) years of age, but have not attained the age of ~~sixteen (16)~~ eighteen (18) years shall be required to attend school regularly during the school term. A child who attains the age of 18 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age. A student is expected to attend all school sessions unless excused by a proper school authority. This Rule does not apply to students exempted by Section 232.06 Florida Statutes.

~~A student who attains the age of sixteen (16) years during the school year shall not be required to attend beyond the date that he/she attains that age.~~

Each student in grade 12 shall be required to enroll in courses for a full school day. ~~A student's parent(s) or legal guardian may request waiver of this requirement. The principal shall submit any recommendation for waiver to the Superintendent who shall grant the waiver after determining the student's attendance for less than a full school day would not prevent the student from achieving the minimum requirements for high school graduation.~~

The Superintendent working cooperatively with teachers, parents, and principals shall take appropriate action, if necessary, to enforce the state compulsory attendance law.

STATUTORY AUTHORITY: Section 230.22(2), Florida Statutes

LAWS IMPLEMENTED: Sections 230.01; 232.01, 232.06, Florida Statutes

STATE BOARD OF EDUCATION RULE: 6A-1.09512

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assure that all teachers and clerks are instructed in the proper recording of attendance and may periodically determine whether instructions are followed.

The Superintendent must provide the name of each habitual truant, age 15 and above, to the Department of Highway Safety and Motor Vehicles, which will withhold issuance of or suspend driver's licenses.

STATUATORY AUTHORITY: Section 230.22(2), Florida Statutes

LAWS IMPLEMENTED: Sections 228.041(13)(16); 232.021; 232.022; 232.023, 232.19, 322.091 Florida Statutes

STATE BOARD OF EDUCATION RULE: 6A-1.044

.....

TITLE: Attendance for Academic Credit

POLICY:

(1) No student shall be awarded a credit when such student has been in attendance for instruction for less than one hundred thirty-five (135) hours, unless the student has demonstrated mastery of the student performance standards in the course of study as prescribed by the School Board Rules.

(2) Excused absences that are accepted by the principal shall be considered, on an hour per hour basis, as a part of the one hundred thirty-five (135) minimum hours of classroom instruction. The principal is authorized to accept excused absences for any student as prescribed by the Code of Student Conduct ~~when such absence resulted from the following reason(s):~~

~~(a) Participation in an approved program of activity or class of instruction held at another school site;~~

~~(b) Participation in the observance of a religious holiday or in religious instruction as defined in Section 232.0225, Florida Statutes, and School Board Rules; or,~~

~~(c) Absence resulting from illness, injury, or other insurmountable conditions as provided in Section 232.09(4), Florida Statutes.~~

(3) Academic instruction which is missed as a result of excused absences shall be made up by the student in a manner acceptable to the teacher and principal and shall be in accordance with the ~~District Pupil Progression Plan~~ Code of Student Conduct.

(4) The high school principal is authorized to utilize the fifteen (15) hour difference between the minimum one hundred thirty-five (135) hours and the one hundred fifty (150) full-credit time for authorized non-instructional extracurricular activities.

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STUDENT WITHDRAWAL FROM SCHOOL FILE: JECE

TITLE: Student Withdrawal

POLICY:

(1) Students who are enrolled in the regular kindergarten through grade twelve (k-12) school program and who are not eighteen (18) years of age shall not be withdrawn from school without prior notification to their parent(s) and legal guardian.

(2) ~~The proper~~ A withdrawal form shall be sent to the principal's office when a student withdraws from school for any reason. This information is required for any student who transfers to another school and who may subsequently need a transcript of his/her record.

(3) A child who attains the age of 16 years during the school year is not subject to compulsory school attendance beyond the date upon which he or she attains that age if the child files a formal declaration of intent to terminate school enrollment with the district school board. The declaration must acknowledge that terminating school enrollment is likely to reduce the student's earning potential and must be signed by the child. The school district must notify the child's parent or legal guardian of the child's declaration of intent to terminate school enrollment.

STATUTORY AUTHORITY: Section 230.22(2), Florida Statutes

LAWS IMPLEMENTED: Sections 230. 23(6), 232.01 (1)(c), Florida Statutes

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Date:

Parent/Guardian Of:_____ _____

RE: School Attendance

Dear Parent/Guardian:

School records indicate that your child has been absent 10 days; of these, 8 have been unexcused. If you believe that these absences have been recorded incorrectly, please call your child's school.

Florida Statute, Chapter 232, requires regular school attendance of children between the ages of 6 and 18. This statute makes parents and legal guardians legally responsible for seeing that his/her child attends school. Penalties may be imposed on those who allow his/her child to be absent from school without a legal reason. Your child received a Code of Student Conduct at the beginning of the school year that explained school attendance requirements. This letter is to inform you that immediate compliance with the school law on a regular basis is necessary to avoid legal action.

Should your child not attend school regularly, it is required by law that a conference be scheduled to discuss your child's absences and educational needs. Please contact your child's school attendance office within three days to schedule this conference.

We appreciate your cooperation.

Date:

Parent/Guardian Of:_____ _____

RE: School Attendance

Dear Parent/Guardian:

School records indicate that your child has been absent 10 days: of these. 8 have been unexcused. If you believe that these absences have been recorded incorrectly, please call your child's school.

Florida Statute, Chapter 232, requires regular school attendance of children between the ages of 6 and 18. This statute makes parents and legal guardians legally responsible for seeing that his/her child attends school. Penalties may be imposed on those who allow his/her child to be absent from school without a legal reason. Your child received a Code of Student Conduct at the beginning of the school year that explained school attendance requirements. This letter is to inform you that immediate compliance with the school law on a regular basis is necessary to avoid legal action.

Should your child not attend school regularly, it is required by law that a conference be scheduled to discuss your child's absences and educational needs. Please contact your child's school attendance office within three days to schedule this conference.

We appreciate your cooperation.

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Appendix J

District-wide Administrator Assistance:

Managing Discipline

Appendix J

District-wide Administrator Assistance:

Managing Discipline

INTERVENTION STEPS BEFORE AND AFTER SUSPENSION

Classroom level

1. Warning (done quietly and one to one with only the offending student)
2. Time-out Plan
3. Parent phone call
4. Detentions (after school for 30 minutes)
5. Parent conference (parent/teacher or parent/team with documentation on conference form)
6. Adjust class schedule within team, when appropriate
7. Guidance referral
8. Care team referral (if appropriate)
9. SIT referral
10. Give positives when student shows appropriate behavior including parent phone calls, Mustang Mania coupons, classroom and computer privileges, other local teacher generated incentives

Office level

1. Written warnings
2. Parent phone call/conference
3. Lunch work detail (approximately 10-15 minutes)
   - Pull weeds in the courtyard
   - Pick up trash in cafeteria
   - Wash tables
4. After school work detail (30-60 minutes)
   - Pull weeds in the gardens
   - Pick up trash around campus
   - Wash tables and chairs in the cafeteria
   - Wash outside doors and window sills
5. Guidance referral
6. Behavior contracts
7. Hall restriction, when appropriate
8. Isolated lunch, when appropriate
9. SIT referral or CARE team referral
10. Anger management classes with counselor, when appropriate
11. Thursday School (3 hour detention; this will be Wednesday School for 1998-99)
12. Loss of extracurricular privileges and participation in field trips
13. In-school suspension, if available
14. Parent shadowing
15. Out of school suspension
16. Conference with counselor when returning from suspension (mandatory)

Time-out Plan
Teacher/Student/Parent

Student's Name:_____ Date: _____

Teacher: _____
After you have completed this form, have your teacher agree with your plan and get your parent's signature. Return this form to the teacher by 7:30 a.m. the following school day.

1. What did you do?

2. How did your behavior affect our class?

3. What happened to you and to others as a result of your behavior?

4. What will you do to change that behavior?

5. If you have a serious problem, who are the people who can help you find a better solution?

6. What is your plan to correct your behavior?

7. When will you start this plan?_____

My signature below lets you know that I agree to do my best to make this plan work.

_____ _____
Student's Signature Teacher's Signature

Parent's Signature _____

White: Teacher **Canary**: Parent **Pink**: Returned to Teacher after Parent Signature

Time-out Plan
Teacher/Student/Parent

Student's Name:_____ Date: _____

Teacher: _____
After you have completed this form, have your teacher agree with your plan and get your parent's signature. Return this form to the teacher by 7:30 a.m. the following school day.

1. What did you do?

2. How did your behavior affect our class?

3. What happened to you and to others as a result of your behavior?

4. What will you do to change that behavior?

5. If you have a serious problem, who are the people who can help you find a better solution?

6. What is your plan to correct your behavior?

7. When will you start this plan?_____

My signature below lets you know that I agree to do my best to make this plan work.

_____ _____
Student's Signature Teacher's Signature

Parent's Signature _____

White: Teacher **Canary**: Parent **Pink**: Returned to Teacher after Parent Signature

BEHAVIOR CONTRACT

I, _____, agree to do the following behaviors:

1. _____
2. _____
3. _____

When: _____

How well: _____

If I am successful, I will receive _____

given by _____, on _____

Bonus Clause: _____

_____

_____

Consequence Clause: _____

_____

_____

_____
Student Sgnature Date

_____
Parent Signature Date

_____
EMS Staff Signature Date

_____
EMS Staff Signature Date

_____
EMS Staff Signature Date

HIGH SCHOOL DISCIPLINE GUIDE DRAFT

RULES and CLASSROOM PROCEDURES:

1. All Teachers should create a document that clearly states all classroom rules and procedures.
2. Rules and procedures should be taught to the students during the first week of school and be posted in the classroom (document in week one lesson plans).

STUDENT RIGHTS AND RESPONSIBILITIES:

Student Rights and Responsibilities and Bus Rules must be read in entirety to all students during the first week of school during the extended first period sessions. Document the reading in your week 1 lesson plans. Signed student receipts should be turned into Mrs. Seward during the first week. (Turn in a list of those who have NOT signed and returned forms).

DISCIPLINE PROCEDURES:

Always completely fill out referrals with ALL required information. Students will be pulled from class by administrators and will be assigned disciplinary actions. Do not just send students out of class to the office. If a student is so disruptive that he/she must be removed from your class notify the office (buzz for an administrator to come to your class and remove the student) and write a referral. Any serious incidents that require an immediate response should be reported at once. When you write a referral make sure you actually saw the incident. If you did not see the incident make sure you include witness names or take witness statements yourself.

LEVEL 2, 3, and 4 OFFENSES SHOULD BE PROCESSED DIRECTLY TO ADMINISTRATIVE REFERRAL WITH ACCURATE INCIDENT DOCUMENTATION.

LEVEL 1 Always provide a specific incident description of the offending behavior with quotes. Suggested procedures for processing offenses (do not write a referral unless you have implemented the following steps):

1. FIRST OFFENSE
   a. conference with student
   b. seating change
   c. sent written report to parent
   d. parent phone call
2. SECOND OFFENSE
   a. parent phone call.
   b. teacher assigned after school detention.
3. THIRD OFFENSE- REFERRAL

*NOTE: Make parent contact before writing a Level 1 referral

◆Send ALL referrals to the deans office (In box on Ms. Hamel's Desk).

TARDY TO CLASS: Record tardiness in your attendance records.
First Tardy - Warning or teacher assigned detention (NCR Tardy Warning) and notify attendance on class slip.
Second Tardy - Teacher assigned detention (suggested - minimum 30 min.) and notify attendance on class slip.
Third Tardy - Notify Attendance Office - student receives Unexcused absence.
Fourth Tardy - Referral (document dates and interventions) and notify attendance on class slips.
Fifth Tardy - Teacher assigned detention (suggested - minimum 30 min.) and notify attendance on class slip.
Sixth Tardy- Notify Attendance Office - student receives 2nd Unexcused absence.
Seventh Tardy- Referrals (document dates and interventions) and notify attendance on class slips.
Continue cycle: 8th Teacher Detention; 9th Notify attendance 3rd Unexcused Abs.; 10th Referral.....

PASSES: Students should never be excused from the classroom during class time except for legitimate reasons and if excused must have a teacher signed pass with the date, time, destination / reason, and teacher signature. STUDENTS ARE ALLOWED TO USE THE TELEPHONE ONLY DURING LUNCH. Students should be allowed one emergency restroom pass during class time per 9wk period.

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DISCIPLINE LADDER FOR 1997-98

WHEN A STUDENT IS REFERRED TO THE OFFICE FOR A LEVEL ONE OFFENSE , DISCIPLINARY ACTION WILL BE TAKEN ACCORDING TO THE FOLLOWING PRESCRIBED STEPS / CONSEQUENCES:

LEVEL 1

REFERRAL 1	STEP 1	DETENTION, WARNING, OR WRITTEN ASSIGNMENT
REFERRAL 2	STEP 2	TWO DETENTIONS
REFERRAL 3	STEP 3	SATURDAY SCHOOL
REFERRAL 4	STEP 4	SATURDAY SCHOOLS AND 20 DAY BEHAVIOR CONTRACT
REFERRAL 5	STEP 5	SUSPENSION 3 DAY (EACH SUSPENSION WILL INCREASE 3/5/10)
REFERRAL 6	STEP 6	SATURDAY SCHOOL
REFERRAL 7	STEP 7	SATURDAY SCHOOL 2nd 20 DAY BEHAVIOR CONTRACT
REFERRAL 8	STEP 8	2nd SUSPENSION 5 DAY (Guidance Referral)

Any student with more than one referral in a 20 school day period will automatically progress to the next step. No referrals for twenty days and they start over at STEP 1.

ALL LEVEL 2 AND 3 OFFENSES WILL RESULT IN SATURDAY SCHOOL OR SUSPENSION.

- Parents will always be contacted by administrators.

- Administrative detentions will be on Tuesday and Thursday from 2:15 PM till 3:00 PM (45 min.) in the cafeteria.

Discipline Referral Documentation for Expulsions

Basic Elements of the Discipline System

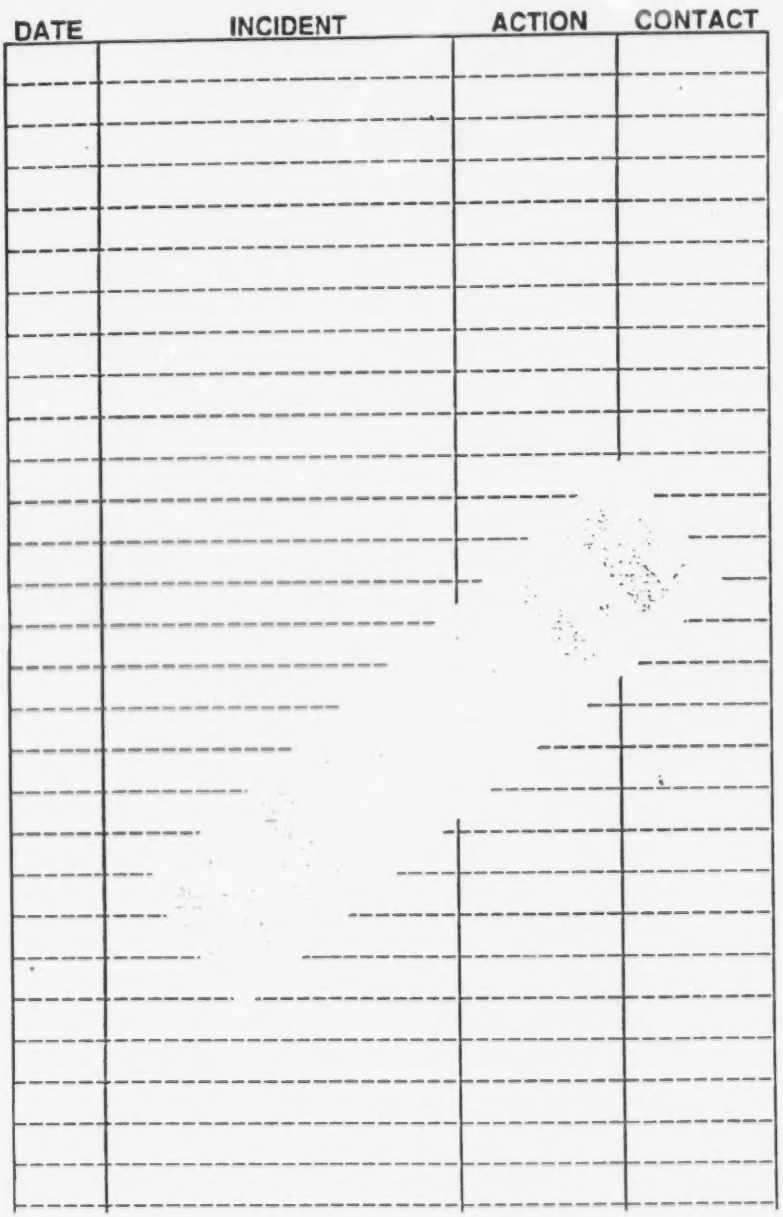
I. Teacher management of student misbehavior (see THS Discipline Guide)
- Inservice teachers as to guidelines and expectations

II. School Discipline Ladder (see sample discipline latter)
- Provide adequate due process
- Progressive steps
- Implement fairly and consistently
- Include parent contact on every referral
- Integrate student services to help the student change unacceptable behavior

III. Documentation and file maintenance (see sample folder label)
- Accurate recording of incident data and parent contact on the student discipline file
- Record of all student services help and parent contact and conferences that were provided.

EXPULSION PACKET *Chronology* and *Steps the School Authorities have taken to correct the behavior* (see samples: chronology and Steps school authorities have taken)

Discipline folders are prepared in advance with log labels that provide a legible chronological record of discipline incidents and actions.



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Student Name XXXXXX XXXXX
CHRONOLOGICAL LIST OF REFERRALS FOR THE 1996-97 SCHOOL YEAR.

DATE	INCIDENT	ACTION
10/21/96	FAIL TO SERVE DETENTION (CHAMPION)	DETENTION 10/24/96
10/23/96	INAPPROPRIATE (THOMAS)	DETENTION 2X 10/29 AND 10/31/96
10/28/96	DISORDERLY (THOMAS)	SATURDAY SCHOOL 11/2/96
10/31/96	INAPPROPRIATE (THOMAS)	SATURDAY SCHOOL 11/16/96
11/6/96	TARDINESS (Hamel)	BEHAVIOR CONTRACT 11/6-12/6/96
11/14/96	**DISORDERLY/CONTRACT VIOLATION**	**SUSPENSION 3 DAYS 11/18/96**
11/14/96	DISORDERLY (CHAMPION)	SATURDAY SCHOOL 12/14/96
11/14/96	DISORDERLY (CHAMPION)	SATURDAY SCHOOL 1/11/97
11/15/96	DISORDERLY (CHAMPION)	BEHAVIOR CONTRACT 11/21-12/20/96
11/22/96	**DISORDERLY (CRUMPTON)**	**SUSPENSION 5 DAYS 11/26/96**
11/25/96	INAPPROPRIATE (BLACKSTONE)	SATURDAY SCHOOL 1/25/97 GUIDANCE REFERRAL
1/9/97	INAPPROPRIATE (BIANCHI)	DETENTION 1/14/97
1/13/97	INAPPROPRIATE (BIANCHI)	DETENTION 1/16/97
1/9/97	INAPPROPRIATE (SOLOMON)	DETENTION 2X 2/4 AND 2/6/97
2/1/97	FAILURE TO SERVE SATURDAY SCHOOL	**SUSPENSION 3 DAYS 2/4/97**
1/30/97	FAIL TO SERVE DETENTION (CHAMPION)	SATURDAY SCHOOL 2/22/97
2/7/97	INAPPROPRIATE (CHAMPION)	SATURDAY SCHOOL 3/1/97
2/7/97	INAPPROPRIATE (DICKSON)	BEHAVIOR CONTRACT 2/13-3/14/97
2/13/97	FAILURE TO SERVE DETENTION (FARRELL)	VIOLATION OF BEHAVIOR CONTRACT-
2/14/97	FAIL TO SERVE DETENTION (CHAMPION)	**SUSPENSION 10 DAYS 2/19/97**
2/14/97	INAPPROPRIATE (CHAMPION)	
2/14/97	DISORDERLY (CHAMPION)	

SCHOOL PLUS GUIDELINES

1. School Plus will be from 8:00 a.m. until 11:30 a.m.

2. Students will be seated in the designated location before the assigned time.

3. Each student will bring reading material or work assignments to do during the School Plus. Students must be working constructively; there will be no letter writing, drawing not assigned by a teacher, or noisy activity of any kind.

4. School Plus is not a place to sleep; students will not be permitted to put their head on the table or their head on their arms. No student is permitted to wear sunglasses or any article that would shield their eyes from work to be done or the monitoring teacher.

5. There will be no student-to-student communication of any type.

6. A paper will be passed during the School Plus session for students to sign that they have attended. Students who do not sign will not be given credit for attending.

7. Students will not be released until the monitor has checked to assure that the area is clean and clear and all materials have been returned.

8. Students are given a 15 minute break in the middle of the session. During that time, students must remain in the area designated by the monitor. This is not a time to leave campus, smoke, or wonder in undesignated areas.

9. Students must abide by the county dress code.

10. Any infraction of theses guidelines will result in the parent being called, the student released from School Plus and being subject to suspension.

11. No student will be admitted after the designated starting time.

JOB RESPONSIBILITIES
SCHOOL PLUS

School Plus supervisor will:

1. Be on duty for three hours and forty-five minutes.
2. Obtain proper keys and will be responsible for unlocking and locking all school facilities.
3. Directly supervise students during the designated hours.
4. Take attendance.
5. Inform administrator in the event of absences.
6. Make sure all School Plus guidelines are followed.
7. Make students aware of all emergency procedures.

SCHOOL PLUS NOTIFICATION

Dear Parents:

Your child _____ has been scheduled for School Plus on _____ for the following offense(s): _____

_____

_____.

School Plus will be held from 8:00 a.m. until 11:30 a.m. in Room _____.

If you have any questions feel free to call _____
(Local Administrator)

at _____. Your cooperation in helping us assist
(Local School Phone)

your child in improving his/her behavior is appreciated.

Sincerely,

_____

.....

I agree to this placement and agree to have him/her in school by 8:00 a.m. and will pick him/her up promptly at 11:30 a.m.

Acknowledged _____
Parent Signature

Subject: School Plus

School Plus is being provided as an alternative to suspension but may also be used in other circumstances. It has not been approved as a work detail program.

Students may be assigned for any Level III offense that doesn't require suspension and any Level II or repeated violation of Level I.

The attached guidelines were developed to provide some structure to the program. Attached is a draft format form which could be used for School Plus notification to parents. It is suggested that you send home a copy of the School Plus guidelines with your notification to parents.

Please remember it is your responsibility to ensure that the provisions of Article XXII of the Contract Agreement between The School Board of Lake County and The Lake County Education Association, Inc. be implemented.

Elementary Principals: This program is also available to elementary schools. If you plan to use School Plus as a consequence, please contact me regarding the location and the school to be served.

csc

Attachment

SUBJECT: SUSPENSION FOR FAILURE TO ATTEND SCHOOL PLUS

When students are assigned to School Plus (Saturday School) as an alternative to suspension, they may be suspended for failure to attend the School Plus. When students are assigned to School Plus (Saturday School) for non-suspendable offenses, including attendance rule violations, the student may not be suspended for failure to attend the School Plus. Instead, additional discipline should be assigned. Upon the failure of the student to comply with the additional discipline assigned, the student shall be considered to be in defiance of authority, and appropriate discipline, including suspension, may be assigned at that point.

Appendix K

District-wide Administrator Assistance:

Alternative Disciplinary Education Programs

Which students qualify for placement into the Alternative Disciplinary Program?

1. Students who have been approved for Administrative Placement due to felony charges;

2. Students who have been recommended in lieu of expulsion;

3. Students who have been expelled and been given the opportunity through the School Board Final Orders to enroll in the Alternative Disciplinary Program.

Appendix L

District-wide Administrator Assistance:

Administrative Placement Due to Felony Charges

June 2, 1998

MEMO TO: ADMINISTRATORS

FROM:

RE: Administrative Placement Due to Felony Charges

In compliance with State Board of Education 6A-1.0956 - Suspension on the Basis of Felony Charges and Section 232.26(2) and (3), Florida Statutes.

Please incorporate the following steps in order to request administrative placement:

Step 1: Receive notification via electronic transfer of Juvenile Justice records or confirm that a **felony arrest** off school property has been made.

Step 2: Immediately notify the parent/guardian in writing of the specific charges against the student of a hearing date for the purpose of determining if the incident has an adverse impact on the educational program, discipline, or welfare in the school. The student may be temporarily suspended by the principal. (See attached State Board School Rules for details.)

Step 3: If not significant adverse impact - no further action taken. If determined to be adverse impact, proceed to following steps.

Step 4: Call Administrative Liaison ( ) to seek administrative placement information.

Step 5: Impose additional suspension to allow time to get expulsion packet completed and student placed in alternative program.

Step 6: Prepare the expulsion packet and send to Assistant for Business & Support Services (as quickly as possible). Student will begin placement in timely fashion based on date packet received at county office and coordination of records release.

Step 7: In the event that the student is adjudicated (found to be guilty), the student may be formally expelled and/or continue placement in the Alternative Disciplinary program.

Step 8: Should charges be dropped or adjudication withheld, student will immediately return to school with cumulative records.

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Include in Administrative Placement packet:

_____Checklist
_____Letter to Superintendent (on school letterhead)
_____Notice of Dismissal (dates mid-page may be phone calls or personal contact to parent)
_____Narrative from principal explaining adverse impact in detail; include conditions regarding arrest
_____Copy of Arrest Affidavit
_____Complete expulsion packet

EXPULSION SUPPORT INFORMATION

Date: _____

TO: Assistant Superintendent for Business & Support

FROM: _____ . Principal

Subject: Documentation for Student Expulsion

Copies of the information listed below are enclosed with this checklist. (Please submit information in sequence listed below.)

_____ Notice of Consideration for Dismissal

_____ Letter to Superintendent indicating recommendation (on school letterhead)

_____ Narrative report of incident (on school letterhead)

_____ Written statements: Witnesses (when applicable)

_____ Police report (when applicable)

_____ Student Acknowledgement from Code of Student Conduct Handbook

_____ Parent / Student Acknowledgement from Code of Student Conduct (if available)

_____ Discipline file (A24) and chronological list of referrals

_____ Any former suspension notices

_____ Steps school authorities have taken to correct the behavior, when applicable

_____ Copy of student report card and current grades (If close to the end of nine-week period, check with teachers A12 screen.)

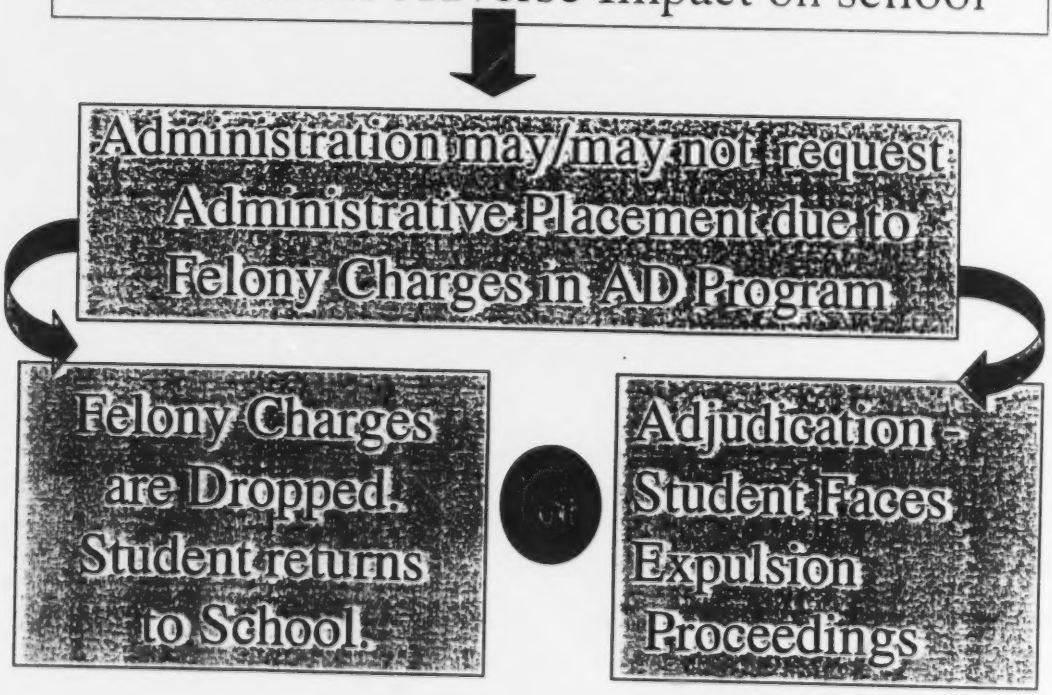
_____ Attendance report indicating absences that are excused and/or unexcused (A17 screen)

_____ Summation of Expulsion packet

Yes	No	(Mark the applicable column with a check (√)
_____	_____	Is the student eligible for an ESE program (or has SIT process begun)?
_____	_____	Is the student participating in an ESE program?
_____	_____	Has the student ever participated in an ESE program?
_____	_____	Has the student received counseling to resolve behavior problems?
_____	_____	Have parent conferences been held in an attempt to resolve problems?
_____	_____	Can any in-school program changes be made to resolve problems?

Juvenile Justice Committee

- 1. Student Commits Act that Results in Felony Charges
- 2. Police Dept. faxes copy of Arrest Affidavit to District Office
- 3. JJ Clerk sends electronic notification to school via SYSM menu - JJ
- 4. **J**uvenile **J**ustice **S**chool **C**ontact (Administrator) receives notification of felony charges
- 5. JJSC convenes JJ Committee to discuss Adverse Impact on school


Administration may/may not request Administrative Placement due to Felony Charges in AD Program
Felony Charges are Dropped. Student returns to School.
OR
Adjudication - Student Faces Expulsion Proceedings

Appendix M

District-wide Administrator Assistance:

Adolescent Substance Abuse Education

TO: PARENT/LEGAL GUARDIAN

FROM:

RE: *State-licensed, Board-approved Substance Abuse Education Program*

The ***Adolescent Substance Abuse Education Program*** **(ASAPI)** is the board-approved mandatory program for all students charged with possession of, under the influence, or distribution of alcohol, counterfeit, or illegal substances on the school campus.

Location	ASAP I
Contact	Instructor/Therapist
Telephone	
Time	Begins as soon as student enrolls. Continues for 10 days. Daily Monday – Friday 8:00 a.m. - 2:30 p.m.
Cost	Program cost to parent/student is $200, which includes: $100 for education program $100 for 10 days of transportation (optional) (Payment arrangements with .
Components	Individualized Substance Education Small Group Counseling Drug Screening/Urinalysis Possible Referral to ASAP Follow-up
Student Responsibilities	Students must bring all academic texts to program. School teachers are not required to provide classroom assignments, however, student may request assignments to read, review, and practice material that is being covered at school during suspension. This will enable student to return following suspension without falling behind.
Program Completion	Student will <u>not</u> be permitted to return to school until this requirement has been met.

ADOLESCENT SUBSTANCE ABUSE PROGRAM
REFERRAL

Staff receiving call:_____
Date:_____
Caller:_____
Relation to client:_____
Prospective Client:_____
Phone:_____
Client Social Security number:_____
Date of Birth:_____
Age:_____
Referral Source:_____
Phone Number:_____
Contact Person:_____
Phone Number:_____
Current Address:_____
Presenting Problem:_____
_____
_____
_____
Admission Assessment: Date:_____ Time:_____
Proposed Program: ___ASAP ___ TASC at Eustis
Reason if not admitted:_____
_____

Authorization for Screening: I hereby understand and give my consent to have my child assessed for the Adolescent Substance Abuse Program. In addition, I also comprehend that this program is designed as a preventive measure as well as educational tool to provide students with guidance, mentoring and encouragement to lead a healthy drug free life.

_____ _____
Witness Signature Parent Signature

Transportation Mode: ___Lake County ___ Self __ Other

Group Preference:__MW: 12:00P-2:00P/ __ TH: 3:30-5:30

150

Appendix N

District-wide Administrator Assistance:

Tobacco Education Program

Penalties for Tobacco Products

Section 569.101, F.S., was amended to define the penalties for providing tobacco products to minors. The first violation is a second degree misdemeanor; a subsequent violation is a third degree misdemeanor. Includes cigarette wrappers in the definition of tobacco products.

Section 569.11, F.S., was amended making it illegal for anyone under 18 years of age to possess tobacco products. It also makes this violation a non-criminal offense. **A first offense violator must attend a school approved anti-tobacco program.**

Enforcement of Tobacco Product Penalties

Section 569.12., F.S., was amended to authorize certified law enforcement officers and correctional probation officers to enforce laws related to youth tobacco product use.

1st Offense	2nd Offense	3rd Offense (and subsequent violations)
Tobacco Alternative to Suspension (TATS) (NO CHOICE) • Mandatory Assignment • Required Parental Contact	• Work Detail 3hr. min. • Detention 3hr. min. • In-school Suspension • Loss of Privilege • Saturday School • Required Parental Contact • $25 fine (contact law enforcement)	• Any Level II Intervention (p.17) • Required Parental Contact • Student must be informed that any violation may result in suspension, revocation or withholding issuance of driver's license (contact law enforcement).
Failure to attend TATS refer to 2nd Offense list.	Page 17 - Code of Student Conduct	

ented by the buyer or recipient and acted in good faith and in reliance upon the representation and appearance of the buyer or recipient in the belief that the buyer or recipient was 18 years of age or older.

History.—ss. 1, 2, ch. 5716, 1907; RGS 5530; CGL 7696; s. 1083, ch. 71-136; s. 1, ch. 85-100; s. 218, ch. 91-224; s. 11, ch. 92-285; s. 1388, ch. 97-102; s. 3, ch. 97-162.

Note.—Former s. 859.06.

569.11 Possession, misrepresenting age or military service to purchase, and purchase of tobacco products by persons under 18 years of age prohibited; penalties; jurisdiction; disposition of fines.—

(1) It is unlawful for any person under 18 years of age to knowingly possess any tobacco product. Any person under 18 years of age who violates the provisions of this subsection commits a noncriminal violation as provided in s. 775.08(3), punishable by:

(a) For a first violation, 16 hours of community service or, instead of community service, a $25 fine. In addition, the person must attend a school-approved anti-tobacco program, if locally available;

(b) For a second violation within 12 weeks of the first violation, a $25 fine; or

(c) For a third or subsequent violation within 12 weeks of the first violation, the court must direct the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend or revoke the person's driver's license or driving privilege, as provided in s. 322.056.

Any second or subsequent violation not within the 12-week time period after the first violation is punishable as provided for a first violation.

(2) It is unlawful for any person under 18 years of age to misrepresent his or her age or military service for the purpose of inducing a dealer or an agent or employee of the dealer to sell, give, barter, furnish, or deliver any tobacco product, or to purchase any tobacco product from a person or a vending machine. Any person under 18 years of age who violates a provision of this subsection commits a noncriminal violation as provided in s. 775.08(3), punishable by:

(a) For a first violation, 16 hours of community service or, instead of community service, a $25 fine and, in addition, the person must attend a school-approved anti-tobacco program, if available;

(b) For a second violation within 12 weeks of the first violation, a $25 fine; or

(c) For a third or subsequent violation within 12 weeks of the first violation, the court must direct the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend or revoke the person's driver's license or driving privilege, as provided in s. 322.056.

Any second or subsequent violation not within the 12-week time period after the first violation is punishable as provided for a first violation.

(3) Any person under 18 years of age cited for committing a noncriminal violation under this section must sign and accept a civil citation indicating a promise to appear before the county court or comply with the requirement for paying the fine and must attend a school-approved anti-tobacco program, if locally available.

(4) A person charged with a noncriminal violation under this section must appear before the county court or comply with the requirement for paying the fine. The court, after a hearing, shall make a determination as to whether the noncriminal violation was committed. If the court finds the violation was committed, it shall impose an appropriate penalty as specified in subsection (1) or subsection (2). A person who participates in community service shall be considered an employee of the state for the purpose of chapter 440, for the duration of such service.

(5)(a) If a person under 18 years of age is found by the court to have committed a noncriminal violation under this section and that person has failed to complete community service, pay the fine as required by paragraph (1)(a) or paragraph (2)(a), or attend a school-approved anti-tobacco program, if locally available, the court must direct the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend the driver's license or driving privilege of that person for a period of 30 consecutive days.

(b) If a person under 18 years of age is found by the court to have committed a noncriminal violation under this section and that person has failed to pay the applicable fine as required by paragraph (1)(b) or paragraph (2)(b), the court must direct the Department of Highway Safety and Motor Vehicles to withhold issuance of or suspend the driver's license or driving privilege of that person for a period of 45 consecutive days.

(6) Eighty percent of all civil penalties received by a county court pursuant to this section shall be transferred to the Department of Education to provide for teacher training and for research and evaluation to reduce and prevent the use of tobacco products by children, pursuant to s. 233.067(4). The remaining 20 percent of civil penalties received by a county court pursuant to this section shall remain with the clerk of the county court to cover administrative costs.

History.—s. 5, ch. 97-162.

*Note.—Repealed by s. 38, ch. 97-190.

569.12 Jurisdiction; tobacco product enforcement officers or agents; enforcement.—

(1) In addition to the Division of Alcoholic Beverages and Tobacco of the Department of Business and Professional Regulation, any law enforcement officer certified under s. 943.10(1), (6), or (8) shall enforce the provisions of this chapter.

(2)(a) A county or municipality may designate certain of its employees or agents as tobacco product enforcement officers. The training and qualifications of the employees or agents for such designation shall be determined by the county or the municipality. Nothing in this section shall be construed to permit the carrying of firearms or other weapons by a tobacco product enforcement agent, nor does designation as a tobacco product enforcement officer provide the employee or agent with the power of arrest or subject the employee or agent to the provisions of ss. 943.085-943.255. Nothing in this section amends, alters, or contravenes the provisions of any state-administered retirement system or any state-supported retirement system established by general law.

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Attachment II

Tobacco Alternative To Suspension Program
Student and Parent/Guardian Course Description

The **Tobacco Alternative To Suspension (TATS)** program is a three (3) hour course designed for the purpose of increasing your student's knowledge of the effects of tobacco products and to help increase your student's awareness and attitude regarding the use of tobacco products.

The educational model utilized for this class focuses on both the physical and psychological effects of the use of tobacco products. Through the use of video presentations, group discussion, and interactive activities, this model addresses current information involving growing trends and advertising used to influence adolescent use of tobacco products.

Rules for the class:

1. Students must be on time and participate in the activities during the entire session to earn credit for attendance. Late arriving students will not be permitted to enter the classroom.
2. Students must attend the assigned education session.
3. Students must abide by all provisions of the Student Code of Conduct to attend the class. Students not in compliance with the dress code will not be permitted to attend the class.
4. Students must act in a respectful manner to the instructor as well as other students. Students creating disruptions will be removed from the class.

Registration Form

Tobacco Alternative To Suspension Program

Date: _____
Student #: _____

Student: _____
Address: _____
_____
Telephone: _____

Tobacco Alternative To Suspension (TATS) Program allows for tobacco education in compliance with Section 569.11, F.S., following a violation of tobacco products by a minor. This completed form when returned to your school administrator will show that your student has completed the course.

Student agrees to attend the TATS program on the following date: _____.

_____

I certify that the above named student has completed the TATS program on the following date:
DATE: _____

_____
TATS Counselor

I agree to attend the TATS class by the date assigned in compliance with Florida Statute 569.11

Parent Signature: _____

School : _____

Copy/ School Administrator
Copy/ Parent
Copy/TATS counselor will return completed copy to school administration upon completion for placement in student file.

_____

Appendix 0

District-wide Administrator Assistance:

Expulsion Procedures

EXPULSION SUPPORT INFORMATION

Date: _____

TO: Jerry W. Cox, Assistant Superintendent for Business & Support

FROM: _____, Principal

Subject: Documentation for Student Expulsion

Copies of the information listed below are enclosed with this checklist. (Please submit information in sequence listed below.)

_____ Notice of Consideration for Dismissal (Spanish copy if needed)

_____ Letter to Superintendent indicating recommendation (on school letterhead)

_____ Narrative report of incident (on school letterhead)

_____ Written statements: Witnesses (when applicable)

_____ Police report (when applicable)

_____ Student Acknowledgement from Code of Student Conduct Handbook

_____ Parent / Student Acknowledgement from Code of Student Conduct (if available)

_____ Discipline file (A24) and chronological list of referrals

_____ Any former suspension notices

_____ Steps school authorities have taken to correct the behavior, when applicable

_____ Copy of student report card and current grades (If close to the end of nine-week period, check with teachers A12 screen.)

_____ Attendance report indicating absences that are excused and/or unexcused (A17 screen)

_____ Summation of Expulsion packet

Yes	No	(Mark the applicable column with a check (√)
_____	_____	Is the student eligible for an ESE program (or has SIT process begun)?
_____	_____	Is the student participating in an ESE program?
_____	_____	Has the student ever participated in an ESE program?
_____	_____	Has the student received counseling to resolve behavior problems?
_____	_____	Have parent conferences been held in an attempt to resolve problems?
_____	_____	Can any in-school program changes be made to resolve problems?

Summation of Expulsion Packet

Student Name: _____
Student #: _____
Age: _____ DOB _____
Grade: _____ School _____
The student is charged with violation of School Board Policy _____ and Code of Student Conduct Level _____ Offense, as described in the Code of Student Conduct as

_____
_____

Parent/Guardian Contact: _____
Current mailing address: _____

_____
_____

Telephone Home _____ Work _____

Facts:

Date of incident: _____
Narrative _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

Additional Facts:

1 The student is passing ____ _____ a ailing_____ classes
2 The student has __ ___ suspensions for ____# of days for the following incidents
_____ _____ _____
3 The student has _____ referrals
4 The student has _____ absences

When applicable, student must enroll in and successfully complete anger management and/or substance abuse education before returning to school

Circle Recommendation:

Alternative Placement in lieu of Expulsion or
Expulsion for
remainder of current year or
1st semester _____current school year and/or
_____

(May use school letter-head)

Date:

To: , Superintendent

From: Name

Re: List of Referrals for (name of student & student number)

DATE	INCIDENT	INTERVENTION

DRAFT

3/10/98

To:

From:

Re: List of Referrals (name of student & student number)

DATE	INCIDENT	INTERVENTION
8/21/97	Dress code violation	Warning Phoned mom
9/3/97	Dress code violation	Changed clothes Phoned mom
9/4/97	Dress code violation	Lunch detention Phoned mom
10/6/97	Class disruption	Detention after school Phoned mom
10/31/98	Bus Referral (profanity)	Warning Phoned mom
11/20/97	Bus Referral (profanity & disobey	Bus suspension 1 day Phoned mom
11/25/97	Refused to work, defiant & left class without permission	In-School-Suspension rest of day + one day Referred to guidance Admin/parent conference
1/14/98	Failed to follow correct procedure for checking out	Saturday School Message at work/letter

Appendix R

District-wide Administrator Assistance:

Pre/Post Test

District-wide Administrator Assistance

Pre/Post Test Name:_____

1.	True	False	The School Environmental Safety Incident Report (SESIR) shows a high rate of inconsistencies from school to school in reporting discipline incidents.
2.	True	False	All types of incident codes are reported to the state.
3.	True	False	Educators define violence in the same way that the media does.
4.	True	False	School violence encompasses defiance of authority, fighting, and incidence of truancy.
5.	True	False	In 1998-99, administrators are the only ones deciding what incident code and what additional information should be collected on an incident.
6.	True	False	For the most part in the 1997-98 SESIR, reported SESIR incidents reflect offenses that require in-school or out-of-school suspension.
7.	True	False	Less than 3% of all suspensions, in 1997-98, were for weapons, drugs, or other dangerous offenses.
8.	True	False	Schools can dramatically reduce the out of school suspension rate without compromising the safety of the school environment.
9.	True	False	Law Enforcement must be contacted for the following: battery, drug possession/distribution, and firearm possession.
10.			Define "Battery" -
11.			Define "Disorderly Conduct" -
12.			Define "Other School Defined Incidents" -
13.	True	False	No student shall be suspended for unexcused tardiness, lateness, absence, or truancy.
14.			The major change in the Student Code of Conduct deals with attendance and the following three kinds of absences: 1)_____; 2)_____; and 3)_____.
15.	True	False	New legislation calls for procedures to be implemented during 1998-99 regarding truants and habitual truants.
16.	True	False	Research shows that leadership styles have a definite effect on school climate and an increase or decrease of school violence.
17.			When a student is found to be in violation of the tobacco products possession, what is the intervention for the 1st offense?_____
18.			When a student is in found to be in possession or under the influence of alcohol or an illegal or "look-alike" substance, the intervention is _____.
19.	True	False	Effective practices incorporated in ISS require consistent counseling and evaluation components, along with involved parents.
20.	True	False	Peer mediation, conflict resolution, behavior contracts, and work detail are effective steps to use in the discipline ladder.
21.	True	False	A detailed explanation of the adverse impact on the school environment must be included in the request for administrative placement of a student with felony charges.
22.	True	False	ESE students can be placed in alternative education for a specified period of time in order to continue their instruction.
23.	True	False	Students placed in the Alternative Discipline program must remain until they have successfully completed the program.
24.	True	False	Law enforcement can provide meaningful interventions through the newly instituted Teen Court program.
25.	True	False	Student enrollment at LifeStream or the Boy's Ranch is contingent only on expulsion, placement in lieu of expulsion, or administrative placement due to felony charges.

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Appendix Q

District-wide Administrator Assistance:

SESIR Summary Overheads

State Environmental Incident Reports (SESIR) 1995-96/1996-97/1997-98

School	Battery 95-96	Battery 96-97	Battery 97-98	Fighting 95-96	Fighting 96-97	Fighting 97-98	Disorderly Conduct 95-96	Disorderly Conduct 96-97	Disorderly Conduct 97-98	Threats/Intimidation 95-96	Threats/Intimidation 96-97	Threats/Intimidation 97-98	Weapon 95-96	Weapon 96-97	Weapon 97-98
Elementary A	0	0	6	30	15	90	19	17	126	5	4	10	1	26	
Elementary B	0	1	0	24	15	17	15	12	5	1	0	0	4	3	5
Elementary C	2	0	0	43	10	21	55	1	2	0	4	0	2	0	1
Elementary D	3	0	2	3	4	16	13	4	3	0	0	0	1	2	1
Elementary E	17	41	0	64	99	4	55	76	2	14	31	0	3	3	0
Elementary F	0	6	3	28	22	36	46	117	107	1	1	4	4	2	0
Elementary G	2	4	0	11	13	27	0	4	31	1	2	16	0	0	3
Elementary H	0	1	1	14	18	16	13	32	1	0	6	0	0	3	0
Elementary I	0	0	1	13	10	2	38	18	33	1	1	0	0	0	1
Elementary J	0	0	0	48	0	12	1	0	0	7	0	0	0	0	0
Elementary K	3	1	9	14	9	0	0	0	0	1	1	1	3	0	3
Elementary L	0	0	1	0	14	18	0	37	19	0	2	2	0	0	0
Elementary M	12	13	16	78	45	27	18	10	2	4	4	8	0	2	3
Elementary N	124	26	4	34	7	1	105	18	3	0	0	5	1	0	0
Elementary O	0	3	1	0	0	7	22	18	18	2	2	1	0	0	0
Elementary P	1	0	0	27	17	0	10	2	2	0	2	0	1	0	0
Elementary Q	1	5	2	28	18	46	24	41	50	1	2	2	0	2	1
Elementary R	0	15	0	2	48	8	1	124	0	0	5	0	0	2	6
Elementary CR	*	0	0	*	2	5	*	11	3	*	0	1	*	0	0
Mid Ed Center G	*	*	4	*	*	135	*	*	680	*	*	24	*	*	12
Mid Ed Center N	7	10	*	46	21	*	296	66	*	10	15	*	3	1	*
Mid Ed Center S	19	7	*	62	38	*	28	95	*	2	8	*	0	1	*
Middle A	3	7	7	109	102	109	202	117	181	7	14	15	3	0	3
Middle B	19	47	16	48	61	37	102	176	204	17	29	24	3	5	5
Middle C	10	0	0	66	25	38	923	65	122	40	7	6	3	0	6
Middle D	10	20	19	48	31	73	53	135	208	1	12	14	4	2	4
Middle E	3	8	1	30	36	43	28	29	12	12	26	15	3	0	2
Middle F	9	4	3	135	100	112	26	27	2	16	34	14	0	5	0
Middle G	4	3	9	76	56	47	162	5	56	9	16	26	0	9	6
Middle H	26	15	16	65	33	28	24	148	194	19	6	56	5	3	6
High A	6	14	5	35	31	14	243	168	130	9	11	18	10	7	3
High B	20	15	33	95	51	35	775	163	29	40	46	11	10	2	10
High C	9	11	4	21	15	22	100	34	27	9	17	10	3	2	1
High D	28	10	8	42	45	58	426	208	354	7	5	4	0	3	2
High E	10	6	3	20	13	24	376	167	37	4	25	21	0	5	5
High F	4	12	2	22	27	20	90	97	12	12	10	3	9	9	3
Vo-Tech	2	0	0	0	1	5	0	2	6	0	0	1	0	2	1
Adult Ed Center	0	0	0	9	5	3	13	4	7	2	4	3	0	0	0
ESE School	5	0	0	0	0	0	3	3	2	0	0	0	0	0	0
TOTALS	359	305	176	1,390	1,024	1,128	4,305	2,145	2,643	306	338	308	102	90	89

Note: (SESIR, 1998) Management Information System/Lake County Schools.

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LAKE COUNTY SCHOOLS - 1997-98 STUDENT DISCIPLINE *(As of May 22, 1998)*

School	Grade	Out-of-School Suspensions	In School Suspensions	Drop-Out Prevention - In School Suspensions
Elementary A	K-5	137	167	0
Elementary B	K-5	8	20	0
Elementary CR	K-5	7	5	0
Elementary C	K-5	98	0	0
Elementary D	K-5	34	0	0
Elementary E	K-5	64	16	0
Elementary F	K-5	6	12	0
Elementary G	K-5	94	65	1
Elementary HA	K-12	0	0	0
Elementary LH	Ungrd.	5	0	0
Elementary H	K-5	0	0	0
Elementary I	K-5	12	12	0
Elementary J	K-5	134	1	0
Elementary K	K-5	17	0	0
Elementary L	K-5	22	15	0
Elementary M	K-5	48	0	0
Elementary N	K-5	94	6	0
Elementary O	K-5	21	0	0
Elementary P	K-5	26	12	0
Elementary Q	K-5	106	0	0
Elementary R	K-5	11	0	0
Total		944	331	1
Middle A	6-8	344	437	0
Middle B	6 & 7	204	347	0
Middle C	6-8	292	1	0
Middle D	6-8	330	67	0
Middle E	6-8	295	238	3
Middle F	6-8	213	484	0
Middle G	6-8	280	49	0
Middle H	6-8	314	0	0
Middle I	6-8	300	244	0
Total		2,572	1,867	3
High A	9-12	259	2	1
High B	9-12	855	1	6
High C	9-12	287	10	1
High D	9-12	534	0	0
High E	9-12	259	0	0
High F	9-12	232	25	0
Total		2,426	38	8
Exceptional Education/ESE	K-12	0	0	0
Boys Ranch	K-12	0	0	0
Education Center	K-12	14	0	0
LSA	K-12	0	0	0
Total		14	0	0
Grand Total		5,956	2,236	12

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The RULES

While school violence is in the forefront it is important to assure your faculty of your concern for their safety.

1. Take student threats seriously, convene a SIT committee. Include a Psychologist/social worker where appropriate.

2. Be proactive – educate students that threats will be taken seriously. Teach Code of Conduct…don't assume they have heard the rules before. Re: Sexual harassment.

3. Teach conflict resolution and peer mentoring as part of service clubs and organizations, school to work.

4. Keep accurate records.

5. Call each other for advice.

6. "C" is for consistency.

P.S. You can't improve test scores if the students aren't in school.

Appendix R

Alternative to Suspension and Punishment

Alternative to Suspension And Punishment

Policies, Procedures, and Forms

PHILOSOPHY

The **A**lternative (to) **S**uspension **A**nd **P**unishment (**ASAP**) at Leesburg High School is a drop-out prevention modality aimed at modifying deviant behaviors in the classroom and on the campus and reducing Out of School Suspensions.

At first glance, the program may be perceived as punitive, but that is not its primary focus. There are punitive components to the program including strict rules of conduct (strictly enforced) and segregation from the general student population for a specified length of time. Students entering the program do so with parent approval and cooperation and an understanding that successful completion of the program will result in credit for all class work completed and that their absences from the classroom will be considered excused.

The first priority in modifying the identified deviant behaviors is for the student to accept responsibility for the action(s) that led to their ASAP referral. Next, the student must understand why the behavior(s) is unacceptable and that they must accept the consequences for this behavior. Finally, the student must participate in developing a plan to modify or eliminate the behavior(s).

Referral to ASAP

Student: _____

Dates: _____ to _____ Total days _____

Offense(s): _____

STUDENT SCHEDULE

PER.	SUBJECT	TEACHER	WORK REC'D.	WORK COMP.
1				
2				
3				
4				
5				
6				

Request For ASAP Assignments

To: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

From: John Cook, Behavioral Specialist

Date:

Re: _____ has been referred to ASAP for the following days: _____

Please send assignments for this student to either room 112 or the ASAP mailbox in the main office by the end of school on _____.

Assignments should be of sufficient length to occupy the student for approx. 30-45 minutes each day.

ASSIGNMENTS

1

Textbook: _____

Pages: _____

Questions: _____

Other (please attach)

2

Textbook: _____

Pages: _____

Questions: _____

Other (please attach)

3

Textbook: _____

Pages: _____

Questions: _____

Other (please attach)

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ASAP - Extra Day Assignment

To: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

From: John Cook, ASAP Teacher

Date:

Re: _____ has been assigned _____ extra day(s) of ASAP. The student's assignment is now scheduled to end on ___/___/___. Please send additional work at your earliest convenience.

ASAP - Extra Day Assignment

To: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

From: John Cook, ASAP Teacher

Date:

Re: _____ has been assigned _____ extra day(s) of ASAP. The student's assignment is now scheduled to end on ___/___/___. Please send additional work at your earliest convenience.

ASAP - Extra Day Assignment

To: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

From: John Cook, ASAP Teacher

Date:

Re: _____ has been assigned _____ extra day(s) of ASAP. The student's assignment is now scheduled to end on ___/___/___. Please send additional work at your earliest convenience.

ADMINISTRATIVE DISCIPLINE REFERRAL

STUDENT'S NAME _____ GRADE _____ DATE_____

M/F W B H A O TIME OF INCIDENT _____ PERIOD_____

PROCEDURES TO BE IMPLEMENTED BEFORE SENDING A REFERRAL TO THE OFFICE FOR LEVEL 1 INFRACTIONS. LEVEL 2 AND 3 INFRACTIONS SHOULD BE REFERRED TO THE OFFICE IMMEDIATELY.

STEP 1	WARNED STUDENT ABOUT THIS BEHAVIOR	_____ DATE
STEP 2	ASSIGNED A DETENTION FOR THIS BEHAVIOR	_____ DATE
STEP 3	TELEPHONED OR CONFERENCED WITH PARENT ABOUT THIS BEHAVIOR	_____ DATE

REASON FOR REFERRAL: (BE SPECIFIC)

STAFF'S SIGNATURE_____

ADMINISTRATIVE DISPOSITION

____WARNING/REPRIMAND	____ DETENTION (S)	DAYS
____ PARENT CONTACT (phone/letter/conference)	____ SAT. SCHOOL	____
____ PROBATION/CONTRACT	____ ISS	____
	____ SUSPENSION	____

PARENT'S NAME _____TELEPHONE _____

DATE (S) ASSIGNED_____

==========

ADMINISTRATIVE SIGNATURE _____DATE_____

STUDENT'S SIGNATURE _____ DATE_____

Failure to serve detention will result in Sat. School. Failure to serve Sat. School will result in ISS. Failure to serve ISS will result in SUSPENSION!

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Appendix S

1998-99 SESIR Action Summary

Incident & Action Reports

1998-99 Discipline Action Summary

1st 20 day 98-99 SESIR Action Summary.					
	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	77	1	23	21	15
Middle	121	85	48	83	115
High	93	1	24	182	230
2nd 20 day 98-99 SESIR Action Summary.					
	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	192	26	52	58	64
Middle	517	436	126	267	543
High	497	1	82	731	1087
3rd 20 day 98-99 SESIR Action Summary.					
	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	286	43	81	102	127
Middle	785	748	243	483	875
High	696	1	127	940	1722
1st Semester 1998-99 SESIR Action Summary.					
	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	377	69	100	209	209
Middle	1055	907	359	696	1253
High	971	1	184	1413	2375
	Out-of-School Suspension	In-School Suspension	Work Detail	Detention	Saturday School
Elementary	356	287	8	64	0
Middle	1146	1194	637	670	951
High	1143	12	84	2152	2845

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State Environmental Incident Reports (SESIR) 1995-96/1996-97/

School	Battery 95-96	Battery 96-97		Fighting 95-96	Fighting 96-97		Disorderly Conduct 95-96	Disorderly Conduct 96-97		Threats/Intimidation 95-96	Threats/Intimidation 96-97		Weapon 95-96	Weapon 96-97		
Elementary A	0	0	0	30	15	32	19	17	17	5	4	2	1	26		1
Elementary B	0	1	0	24	15	5	15	12	1	1	0	0	4	3		1
Elementary C	2	0	0	43	10	0	55	1	0	0	4	0	2	0		1
Elementary D	3	0	1	3	4	7	13	4	3	0	0	0	1	2		0
Elementary E	17	41	1	64	99	0	55	76	0	14	31	0	3	3		0
Elementary F	0	6	2	28	22	40	46	117	18	1	1	1	4	2		1
Elementary G	2	4	2	11	13	28	0	4	17	1	2	10	0	0		10
Elementary H	0	1	19	14	18	21	13	32	51	0	6	6	0	3		6
Elementary I	0	0	0	13	10	2	38	18	7	1	1	0	0	0		0
Elementary J	0	0	0	48	0	1	1	0	0	7	0	0	0	0		0
Elementary K	3	1	0	14	9	0	0	0	0	1	1	0	3	0		0
Elementary L	0	0	0	0	14	8	0	37	0	0	2	0	0	0		0
Elementary M	12	13	0	78	45	18	18	10	5	4	4	6	0	2		0
Elementary N	124	26	3	34	7	2	105	18	1	0	0	5	1	0		6
Elementary O	0	3	0	0	0	9	22	18	25	2	2	1	0	0		5
Elementary P	1	0	0	27	17	3	10	2	6	0	2	4	1	0		1
Elementary Q	1	5	0	28	18	3	24	41	0	1	2	0	0	2		1
Elementary R	0	15	1	2	48	10	1	124	39	0	5	1	0	2		1
Elementary CR	*	0	0	*	2	0	*	11	0	*	0	0	*	0		0
Mid Ed G	*	*	2	*	*	49	*	*	69	*	*	6	*	*		1
Mid Ed N	7	10	1	46	21	0	296	66	0	10	15	0	3	1		0
Mid Ed S	19	7	1	62	38	0	28	95	0	2	8	0	0	1		0
Middle A	3	7	4	109	102	85	202	117	75	7	14	12	3	0		4
Middle B	19	47	7	48	61	10	102	176	57	17	29	13	3	5		3
Middle C	10	0	1	66	25	58	923	65	51	40	7	9	3	0		2
Middle D	10	20	6	48	31	80	53	135	49	1	12	12	4	2		3
Middle E	3	8	1	30	36	53	28	29	7	12	26	13	3	0		1
Middle F	9	4	1	135	100	56	26	27	0	16	34	2	0	5		2
Middle G	4	3	2	76	56	29	162	5	18	9	16	21	0	9		1
Middle H	26	15	3	65	33	26	24	148	62	19	6	21	5	3		6
High A	6	14	1	35	31	12	243	168	29	9	11	5	10	7		1
High B	20	15	13	95	51	61	775	163	112	40	46	3	10	2		1
High C	9	11	0	21	15	21	100	34	4	9	17	8	3	2		3
High D	28	10	4	42	45	9	426	208	13	7	5	4	0	3		0
High E	10	6	12	20	13	48	376	167	194	4	25	6	0	5		2
High F	4	12	1	22	27	29	90	97	20	12	10	5	9	9		3
Vo-Tech	2	0	0	0	1	0	0	2	3	0	0	10	0	2		1
Adult Ed Center	0	0	0	9	5	0	13	4	0	2	4	0	0	0		0
ESE School	5	0	0	0	0	0	3	3	0	0	0	0	0	0		0
TOTALS	359	305		1,390	1,024		4,305	2,145		306	338		102	90		

Note (SESIR, 1998) Management Information System/Lake County Schools

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LAKE COUNTY SCHOOLS
1998-99 STUDENT DISCIPLINE - ACTION CODES

									1st-8/10-9/4
									2nd-9/5-10/6
Elementary Schools									3rd-10/7-11/5
									4th-11/6-12/8
									5th-12/9-1/21/98
School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School		*05 Expulsion - See #21 Alternative Placement	21 Alternative Placement - See #5 Expulsion	Bus-Suspension
Elementary A	24	1	0	1	25				15
Elementary B	3	5	0	0	0				2
Elementary CR	2	4	0	0	0				5
Elementary C	18	0	0	0	18				5
Elementary D	12	3	0	5	0				0
Elementary E	20	1	0	0	0				42
Elementary F	5	3	1	7	12				40
Elementary G	81	28	0	15	0				48
Elementary H	40	0	94	0	0				29
Elementary I	5	1	1	0	0				0
Elementary J	25	1	1	0	0				12
Elementary K	5		0	0	0				54
Elementary L	45	0		16	14				56
Elementary M	29	4	1	51	75				52
Elementary N	11	10	2	83	47				34
Elementary O	11	2	0	1	0				5
Elementary P	7	2	0	0	6				10
Elementary Q	33	4	0	0	12				47
Elementary R	1	0	0	0	0				1
TOTAL	377	69	100	179	209				457

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LAKE COUNTY SCHOOLS
1998-99 STUDENT DISCIPLINE - ACTION CODES

1st-8/11-9/8	6th-1/22-2/19
2nd-9/9-10/6	7th-2/20-3/20
3rd-10/7-11/5	8th-3/23-4/24
4th-11/6-12/8	9th-4/27-5/22
5th-12/9-1/21/98	

Middle Schools

School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School		*05 Expulsion - See #21 Alternative Placement	21 Alternative Placement - See #5 Expulsion	Bus-Suspension	
Middle A	218	184	0	247	229		2	2	66	
Middle B	62	90	2	21	174				6	
Middle C	142	0	210	23	166				55	
Alternative Middle	90	30	17	9	80				102	
Middle D	130	250	97	13	52			3	43	
Middle E	81	203	24	18	175			2		
Middle F	102	0	10	179	131				68	
Middle G	117	3	2	83	133				86	
Middle H	113	147	7	103	113			8	119	
Total	1055	907	369	696	1253				545	

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LAKE COUNTY SCHOOLS
1998-99 STUDENT DISCIPLINE - ACTION CODES

High Schools 1998-99 1st Semester Action Summary 12/16/98

1st-8/11-9/8	6th-1/22-2/19
2nd-9/9-10/6	7th-2/20-3/20
3rd-10/7-11/5	8th-3/23-4/24
4th-11/6-12/8	9th-4/27-5/22
5th-12/9-1/21/98	

20-Day Reporting
(Regular Student Calen

School	*04 Out-of-School Suspension	*02 Suspension In School	08 Work Detail	09 Detention	13 Saturday School		*05 Expulsion - See #21 Alternative Placement	21 Alternative Placement - See #5 Expulsion	Bus-Suspension		
High A	86	0	312	11	430				0		
Adlult Center	12	0	0	0	1				0		
High B	295	0	10	500	884			2	19		
High C	79	1	42	65	335				1		
High D	109	0	2	333	226			3	20		
High E	246	0	53	515	573			3	28		
High F	144	0	37	0	356			2	23		
Total	971	1	144	1413	2375			10	91		

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LAKE COUNTY SCHOOLS
1998-99 STUDENT DISCIPLINE - INCIDENT CODES

1st Semester Elementary Summary

8/10/98 - 12/16/98

Month	*01 Alcohol	*02 Arson	*03 Battery	*04 Bomb Threat	*05 Breaking/Entering/ Burglary	06 Bus Infraction	07 Cafeteria Intraction	08 Cheating	*09 Disorderly Conduct	*10 Drugs/ Excluding Alcohol	*11 Fighting	*12 Homicide	13 Inappropriate	*14 Kidnapping	*15 Larceny/ Theft	*16 Motor Vehicle Theft	*17 Robbery	*18 Sexual Battery	
Elementary A						42	3	1	17		32		295		5				
Elementary B						36	1		1	1	5		37						
Elementary CR						11							1		2				
Elementary C			1			38			3		7		79		1		1		
Elementary D			1			3							19						
Elementary E						152	8	1					138		3				
Elementary F			2			99	2		18		40		147		5				
Elementary G	1		2			129	6	1	17		28		75		2				
Elementary H			19			57	3		51		21		145				1		
Elementary I							1		7		2		22						
Elementary J						28					1		96						
Elementary K							1				8		30		1				
Elementary L						114	4		5		18		146		2				
Elementary M			3			227	24	1	1		333		287						
Elementary N						179	4	1	25		9		185		2				
Elementary O						7	1		6		3		8						
Elementary P						39					3		9						
Elementary Q						168	5		39		10		101		10				
Elementary R			1			24		2	4				78						
	0	0	29	0	0	1353	63	7	194	1	520	0	1898		33	0	2	0	

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LAKE COUNTY SCHOOLS
1998-99 STUDENT DISCIPLINE - INCIDENT CODES

	*19 Sexual Harassment	*20 Sex Offenses	21 Tardiness	*22 Threat/ Intimidation	*23 Tobacco	*24 Trespassing	25 Truancy	*26 Vandalism	*27 Weapons Posession	28 Unclassified Offenses /Other	29 School Defined 1	30 School Defined 2	31 School Defined 3	32 School Defined 4	33 School Defined 5			Total
Elementary A				2					1		1							399
Elementary B									1		31							112
Elementary CR									1									15
Elementary C								1										131
Elementary D																		23
Elementary E																		299
Elementary F				1						1								344
Elementary G				10					1	6	3							264
Elementary H	1			6				4	3									317
Elementary I								2	1									35
Elementary J																		129
Elementary K									1									41
Elementary L				6	1			2	1	1								299
Elementary M				5				5	1		1							601
Elementary N		2		1					4									513
Elementary O		1							1									27
Elementary P				4					1									55
Elementary Q																		333
Elementary R				1					1	1	3	16	2	33				118
TOTAL				36	1	0	0	14	18		39	16	2	33				3937

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Incident
FINAL Summary
8/10/98 - 12/16/98

Month	*01 Alcohol	*02 Arson	*03 Battery	*04 Bomb Threat	*05 Breaking/Entering/	06 Bus Infraction	07 Cafeteria Intraction	08 Cheating	*09 Disorderly Conduct	*10 Drugs/ Excluding Alcohol	*11 Fighting	*12 Homicide	13 Inappropriate	*14 Kidnapping	*15 Larceny/ Theft	*16 Motor Vehicle Theft	*17 Robbery	*18 Sexual Battery
Middle A			4			125	1	6	75	5	85		915		3			
Middle B			7	1		23	3	1	57	3	10		155		110			
Middle C			1			169		2	51	5	58		506		1			
Alternative Middle	5		2			298	2		69	2	49		294		6			
Middle D			6			185	1	2	49	4	80		374		3			
Middle E			1			141		2	7	1	53		270		11			
Middle F			1			115	3	8			56		375		1			
Middle G			2		1	257	4	4	18	1	29		421		9			
Middle H			3			255	1		62	7	26		415		8			
Total	5		27			1568	15	25	388	28	446		3725		152			

Month	*19 Sexual Harassment	*20 Sex Offenses	21 Tardiness	*22 Threat/ Intimidation	*23 Tobacco	*24 Trespassing	25 Truancy	*26 Vandalism	*27 Weapons Posession	28 Unclassified Offenses /Other	29 School Defined 1	30 School Defined 2	31 School Defined 3	32 School Defined 4	33 School Defined 5			Total
Middle A			29	12	19		13	1	4	4								1297
Middle B	4		8	13	6		21	4	3		98	8	4					439
Middle C			15	9	8		14	2	2	3								846
Alternative Middle		2	15	6	2		2	1	1	2		7	5					770
Middle D	2	1	113	12	9		44	6	3	11	7		3	35	11			862
Middle E	1		110	13	4		53	2	1	1	81	77	8					737
Middle F	1	4	6	2	4		4		2		80							662
Middle G	5		6	21	6		9	11	1	1	2	23	4	72				907
Middle H	4	2	1	21	17		18	10	6	1								857
Total	17	9	303	109	75		178	37	23	23	268	115	24	107				7377

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Final 20 day

8/10/98 - 12/16/98 High School Incident

Month	*01 Alcohol	*02 Arson	*03 Battery	*04 Bomb Threat	*05 Breaking/Enterin g/ Burglary	06 Bus Infraction	07 Cafeteria Intraction	08 Cheating	*09 Disorderly Conduct	*10 Drugs/ Excluding Alcohol	*11 Fighting	*12 Homicide	13 Inappropriate	*14 Kidnapping	*15 Larceny/ Theft	*16 Motor Vehicle Theft	*17 Robbery	*18 Sexual Battery
High A	2	0	1			34	3	2	29		12		311		1			
Technical	1					12			3				8					
High B	1		13			25		5	112	10	61		848		7		1	1
High C	1				1	13		8	4	6	21		297		3			
High D			4		1	71		2	13	6	9		663		4			
High E			12			78		5	194	11	48		750		9			
High F			1	1	2	58		4	20	11	29		466		4			
Adlult Cente						8			3	1			2					
TOTAL	5	0	31	1	4	299	3	26	378	45	180		3345		28			

	*19 Sexual Harassment	*20 Sex Offenses	21 Tardiness	*22 Threat/ Intimidation	*23 Tobacco	*24 Trespassing	25 Truancy	*26 Vandalism	*27 Weapons Posession	28 Unclassified Offenses /Other	29 School Defined 1	30 School Defined 2	31 School Defined 3	32 School Defined 4	33 School Defined 5			Total
High A	1		581	5	8	1	85	2	1	1	2	3						1087
Technical				3	5		1	1	1									35
High B		2	77	8	78		450	5	3	3	105	42	163	1				2021
High C	2		70	4	12		26	2		3	59	102						634
High D		3	113	6	15		77	1	2	28								1018
High E		3	235	5	57	3	313	1	3	16	35	8		28				1802
High F		2	26	10	32	1	178	5	1									850
Adlult Cente					2		6											21
TOTAL	3	10	###	41	209	5	1136	17	11	51	201	155	163	29	0	0	0	7468

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Appendix T

1st Semester 1998-99

Out-of-School Suspension Summary

Out-of-School Suspension Rate

School	Out-of-School Suspensions	Enrollment	1998-99% Suspended	1997-98 % Suspended	% Decreased	% Improved
Elementary A	24	734	3%	19.0%	16%	83%
Elementary B	3	999	0%	0.9%	1%	67%
Elementary CR	2	608	0%	17.0%	17%	98%
Elementary C	18	417	4%	24.0%	20%	82%
Elementary D	12	466	3%	7.0%	4%	63%
Elementary E	20	928	2%	7.0%	5%	69%
Elementary F	5	957	1%	0.6%	0%	13%
[redacted]						
[redacted]						
Elementary I	5	961	1%	1.0%	0%	48%
Elementary J	25	358	7%	39.0%	32%	82%
Elementary K	5	367	1%	0.2%	-1%	-581%
Elementary L	11	890	1%	2.6%	1%	52%
Elementary M	45	797	6%	6.0%	0%	6%
Elementary N	29	756	4%	12%	8%	68%
Elementary O	11	891	1%	2%	1%	38%
Elementary P	7	726	1%	3%	2%	68%
Elementary Q	33	697	5%	14%	9%	66%
Elementary R	1	642	0%	2%	2%	92%
[redacted]						
Middle B	62	795	8%	27%	19%	71%
Middle C	142	842	17%	36%	19%	53%
Middle D	90	299	30%	121%	91%	75%
Middle E	130	936	14%	33%	19%	58%
Middle F	81	642	13%	34%	21%	63%
Middle G	102	674	15%	39%	24%	61%
Middle H	107	696	15%	42%	27%	63%
Middle I	113	689	16%	44%	28%	63%
High A	86	1086	8%	25%	17%	68%
High B	295	1889	16%	52%	36%	70%
High C	79	809	10%	37%	27%	74%
[redacted]						
High E	246	941	26%	31%	5%	16%
High F	144	786	18%	33%	15%	44%
Targeted schools in objective 2 [redacted]						

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Appendix U

District-wide Administrator Assistance

Pre/Post Test Results

District-Wide Administrator Assistance

Question Results

1	True	81	False	0
2	True	0	False	81
3	True	0	False	81
4	True	81	False	0
5	True	0	False	81
6	True	80	False	1
7	True	81	False	0
8	True	81	False	0
9	True	81	False	0
10	Bodily harm/Law enforcement	78	Injury	3
11	Substantial disruption of environment	81		0
12	Apply for use	65	Use as needed	15
13		81		0
14	Excused/unexcused/excessive excused	79		3
15	True	81	False	0
16	True	81	False	0
17	TEP	79		3
18	ASAP	80		1
19	True	81	False	0
20	True	81	False	0
21	True	81	False	0
22	True	81	False	0
23	True	81	False	0
24	True	81	False	0
25	True	81	False	0

District-wide Administrator Assistance
Pre/Post Test Results

SCHOOL	PRE TEST	POST TEST	% Increase	POSITION
CES	28	100	257%	Principal
TMS	80	100	25%	Dean
LHS	60	100	67%	A.P.
SLHS	76	100	32%	A.P.
SES	78	100	28%	Principal
MDMS	64	100	56%	A.P.
GMS	48	100	108%	Dean
RES	60	100	67%	Principal
LHS	70	100	43%	A.P.
TES	60	100	67%	A.P.
TES	70	92	31%	A.P.
CES	64	100	56%	A.P.
BSE	80	100	25%	A.P.
CMS	60	96	60%	Dean
SLHS	56	92	64%	A.P.
GMS	48	100	108%	Principal
SLHS	64	100	56%	A.P.
GMS	36	98	172%	A.P.
CMS	64	100	56%	A.P.
EMS	68	100	47%	Principal
GES	64	100	56%	Principal
GMS	56	100	79%	Principal
SSES	76	100	32%	A.P.
UMS	64	100	56%	Dean
TES	56	100	79%	Principal
DES	64	100	56%	Principal
OPMS	60	100	67%	Principal
Adult	60	100	67%	Dean
THS	56	100	79%	A.P.
LCAVTC	64	100	56%	Dean
UHS	56	100	79%	A.P.
LHS	52	100	92%	A.P.
LCAVTC	28	96	243%	Director
SCES	28	92	229%	Principal
OPMS	48	100	108%	Dean
FPES	36	96	167%	Principal
EHS	36	96	167%	Principal
BSE	56	100	79%	Principal
LCAVTC	68	100	47%	Asst. Dir.
THS	60	100	67%	Dean

MDHS	60	100	67%	Dean
MES	56	100	79%	Principal
MDMS	60	96	60%	Dean
EHS	52	100	92%	A.P.
UES	64	92	44%	Dean
THS	68	100	47%	A.P.
LHS	60	100	67%	Principal
GMS	64	100	56%	Principal
CMS	64	96	50%	Principal
SSES	72	100	39%	Principal
LHS	48	96	100%	Principal
SCE	60	100	67%	A.P.
LHS	56	96	71%	A.P.
TMS	68	100	47%	A.P.
EHES	60	100	67%	Principal
UHS	56	100	79%	Principal
OPMS	56	100	79%	A.P.
UHS	56	100	79%	Dean
UMS	60	100	67%	A.P.
CMS	56	96	71%	Dean
TWE	60	100	67%	Principal
CO	56	100	79%	Admin.
MES	68	100	47%	Principal
MDMS	60	100	67%	Principal
UMS	52	100	92%	Principal
CMS	60	100	67%	Principal
MMES	36	100	178%	A.P.
LHS	60	100	67%	Dean
SLHS	64	100	56%	Principal
SLHS	48	96	100%	Dean
UHS	60	96	60%	Dean
EHS	48	94	96%	Dean
GMS	56	99	77%	A.P.
TES	72	100	39%	A.P.
LHS	64	100	56%	Principal
MDHS	64	100	56%	Principal
SkES	48	100	108%	A.P.
THS	56	92	64%	Principal
TMS	72	100	39%	Principal
EES	56	96	71%	Principal
CO	56	100	79%	Ast. Supt.

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